

# EDUCATIONAL RESOURCES INFORMATION CENTER

March 1975

Volume 10 Number 3



**resources**

**in**

***education***

## RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal.** **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author  
Institution

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Cumulative Indexes to **Resources in Education** will be published semiannually. They are not included in the yearly subscription price, but can be ordered by title from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.



## **SPECIAL ANNOUNCEMENTS**

### **NAME CHANGE FOR RESEARCH IN EDUCATION**

With the January issue the name of the ERIC abstract journal was changed from **Research in Education** to **Resources in Education** to reflect more accurately the broad scope of the documents the journal announces. The purpose of **RIE** is to make possible the early identification of, and sources for, acquiring a variety of published and unpublished materials of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

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### **Address and Ordering Instructions for the Educational Document Reproduction Service (EDRS)**

Educational Document Reproduction Service  
Box 190  
Arlington, Virginia 22210

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### **Clearinghouse Change of Name**

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

## SPECIAL ANNOUNCEMENTS

### NAME CHANGE FOR RESEARCH IN EDUCATION

#### How to Submit Documents to ERIC

If you have documents or reports which you would like to have considered for announcement in *Resources in Education* (RIE), you should send clear, legible copies (in duplicate, if possible) to the following location:

Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy or Microfiche, or Microfiche only. If the latter is selected, and there is a source of obtaining the original publication, please provide ordering and price information.

Volume 10 Number 3

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# Resources in Education

ED 097 413-098 283

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.



ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

## SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Author(s).

ED 654 321

56

CIE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane  
Career Education for Women

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated.

Central Univ., Chicago, Ill.  
Spons Agency—National Inst. of Education

Date published.

(DHEW), Washington, D. C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Descriptive Note (pagination first).

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Alternate source for obtaining documents.

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

### \*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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## CE

ED 097 413 95 CE 001 925

Grabowski, Stanley M., Comp. Glenn, Ann C., Comp.

Directory of Resources in Adult Education. Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Adult Education, \*Directories, Resource Guides, Resource Materials, \*Resources

With the emergence of adult education as a separate and distinct area of professionalism, there has been recognized a need for some kind of publication to guide the uninitiated to the sources of information that they need. The directory was developed with this objective in mind. The document consists of seven sections of adult education information sources: (1) national adult education associations—containing a brief description of the intent and services of each organization; (2) adult education periodicals—outlining the scope of each periodical; (3) information systems—listing the locations of the Educational Resources Information Center (ERIC) microfiche collections, the 16 ERIC Clearinghouses, and other information systems, with a brief outline of their scope; (4) information search services—listing computer search services using the ERIC data base; (5) other resources—a list of individuals and agencies that may be of assistance in information gathering; (6) graduate programs in adult education—sources of information and relevant documents are cited; and (7) adult education documents—several adult education "classics" are noted together with a list of adult education publications. (BP)

ED 097 414 CE 002 111

Gorth, William Phillip Swaminathan, Hariharan Criterion-Referenced Item Banking in Electronics: Appendix G. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—204p.; For related documents see ED 060 218, ED 085 541, and CE 002 112-117

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Behavioral Objectives, Computer Oriented Programs, \*Criterion Referenced Tests, Educational Objectives, \*Electronics, Item Analysis, \*Item Banks, \*Performance Based Education, Test Construction, Trade and Industrial Education, Vocational Education

Identifiers—ESCOE, Massachusetts, New York  
This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). After an overview of the Performance Test Development Project, a summary of the major products and byproducts is presented. The major products are: (1) a set of clearly defined, well-structured, and consistent behavioral objectives, usable in the development of criterion-referenced test items; (2) a set of criterion-referenced test items, associated with these objectives, which form the basis of an item bank; and (3) a course guide for teachers on the use of the objectives and items. Useful byproducts include the process of objective and item development, the model items for the area of electronics, the creation of a consistent format for the production of objective and item cards, and materials for teachers and State Departments of Education. The remainder of the report elaborates on criterion-referenced measurement, item banking, the processes of item development, item analysis, and a teachers' guide to test construction. Included in the document are a seven-item bibliography and two appendices, a proficiency examination for prospective candidates for a vocational teacher program, and a 77-page sample of computer output from an objective and item bank. (Author/BP)

ED 097 415 CE 002 112

Fortune, Jim C.

Performance Test Development in Machine Shop: Appendix H. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—39p.; For related documents see ED 060 218, ED 085 541, CE 002 111-117

EDRS Price MF-\$0.75 HC-\$11.85 PLUS POSTAGE

Descriptors—\*Behavioral Objectives, \*Criterion Referenced Tests, Educational Objectives, Industrial Arts, \*Item Banks, Machinists, \*Mechanics (Process), \*Performance Based Education, Shop Curriculum, Test Construc-

tion, Trade and Industrial Education, Vocational Education

Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). The first part of this document is an overview of the Performance Test Development Project. The remainder of the document explores machine shop curriculum in terms of terminal behavioral objectives which were grouped by desired performance. Each performance group was synthesized into a single multifaceted objective (synthesized objective). Blueprinting was selected as the test item to be used in the initial field test which is described at length in terms of test description (general form and administration procedures), field testing, and revision recommendations. Tables and graphs supplement the report. (BP)

ED 097 416 CE 002 113

Fortune, Jim C.

Performance Test for Auto Mechanics: Appendix I. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—76p.; For related documents see ED 060 218, ED 085 541, CE 002 111-117

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Auto Mechanics (Occupation), \*Behavioral Objectives, \*Criterion Referenced Tests, Educational Objectives, \*Item Banks, \*Performance Based Education, Test Construction, Trade and Industrial Education, Vocational Education

Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). Automobile mechanics was selected as a test development area because of the uniqueness of its curriculum, being controlled by the automobile manufacturers through competitive design and redesign of their products. Because of the differences in manufacturer specifications and the fact that the function of the mechanic is to repair or replace, not to create or produce, problems were created which had to be overcome in test development. With this in mind the document briefly discusses test unit materials, a description of the test chassis and optional units, and the test item bank used.



Each of these test units on auto mechanics are divided into the following format for teacher use: (1) test item—the task to be done; (2) unit section—piece of test equipment on which the item is to be administered; (3) actual task—describes interactions which are to occur between tester and testee; (4) time—estimate of time required to complete the test task; (5) scoring—detailed criteria to be observed by the classroom teacher; (6) record—description of camera angles from which the completed task should be photographed for central scoring; and (7) record scoring—criteria instructions for the central scorer. (Author/BP)

ED 097 417 CE 002 114

Hambleton, Ronald K. Olzewska, Francis  
Woodworking Objective and Test Item Bank: Appendix J. Final Report.  
Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—92p. For related documents see ED 060 218, ED 085 541, CE 002 111-117

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—\*Behavioral Objectives, \*Criterion Referenced Tests, Curriculum Development, Educational Objectives, Industrial Arts, \*Item Banks, Measurement Techniques, \*Performance Based Education, Test Construction, Trade and Industrial Education, \*Woodworking  
Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). The purpose of the work described in this report is to provide a set of specific behavioral objectives for wood-working teachers to use in the development of their high school curricula. Special emphasis is given to a discussion on the rationale behind criterion-referenced testing. The remainder of the document is devoted to a description of the development of the objectives and the test item bank for woodworking, and gives the following information to the teacher: objective code (block/unit), objective number, objective, final product, evaluation criteria, and a description of the operation. Also included is a detailed list of materials needed to test each objective and a 25-item bibliography. The document concludes with two appendices on pretest materials and block and unit breakdowns. (BP)

ED 097 418 CE 002 115

Allan, Richard G.

Writing Behavioral Objectives for Occupational Education—A Programmed Text: Appendix L. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—72p. For related documents see ED 060 218, ED 085 541, CE 002 111-117

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Behavioral Objectives, Criterion Referenced Tests, Norm Referenced Tests, Programmed Instruction, \*Programmed Texts, \*Teacher Education, \*Vocational Education, Vocational Education Teachers

Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). This programmed text is intended for use by teachers in occupational education. Some of the theory and background associated with behavioral objectives is included. The main emphasis is on teaching the skill of writing a behavioral objective. The book is designed to teach these three main objectives: (1) from memory list the three requirements of a behavioral objective, (2) given a list of eight behavioral objectives, discriminate between those containing the three requirements and those that do not contain the three requirements, and (3) given four brief descriptions of instructional con-

tent in a variety of subject matter areas, construct a behavioral objective for any two that includes the conditions, performance, and extent. To obtain these objectives the teacher is asked to respond to questions and exercises, the answers being supplied on the next page. The items to be tested on are: background information, requirements for a behavioral objective, identifying objectives written in behavioral terms, writing behavioral objectives, other considerations related to behavioral objectives, and criterion-referenced test items for text objectives. (Author/BP)

ED 097 419 CE 002 116

Technical Report No. 1: Appendix M. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—72p. For related documents see ED 060 218, ED 085 541, CE 002 111-117

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Behavioral Objectives, \*Data Collection, \*Evaluation Methods, \*Information Systems, \*Program Evaluation, Recordkeeping, Records (Forms), School Role, Vocational Education

Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). The report contains information considered absolutely necessary for correct reporting of behavioral objectives to local education agencies and to ESCOE to provide a continuous flow of feedback information. The procedures are illustrated, beginning with the Behavioral Objectives Reporting Form 9 and continuing chronologically with a description of the procedures used in filling out this form correctly. The fields on the form are discussed one by one, with illustrations of appropriate entries. The final section consists of a three-page bibliography. (Author/BP)

ED 097 420 CE 002 117

Instruction Manual: Synthesized Objective Package: Appendix N. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date Jun 72

Note—38p. For related documents see ED 060 218, ED 085 541, CE 002 111-116

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Behavioral Objectives, \*Computer Oriented Programs, Data Processing, \*Information Systems, \*Instructional Materials

Identifiers—ESCOE, Massachusetts, New York

This is one of the outcomes of the work of the Massachusetts Evaluation Service Center for Occupational Education (ESCOE). This publication is intended to serve primarily as a user's guide for facilitators and instructors associated with ESCOE who seek to use and implement the Synthesized Objective Package. Besides a short explanation of the Objective Synthesis Process, the instruction manual contains replicas of feedback documents from ESCOE to the Local Education Agencies (LEAs), and from LEAs back to ESCOE, along with instructions on how to use and implement the various sections of the package. (A glossary of terms and phrases and a three-page bibliography are appended.) (Author)

ED 097 421 CE 002 129

Carp, Abraham And Others  
Learning Interests and Experiences of Adult Americans.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y.; Educational Foundation of America, Westport, Conn.

Pub Date 28 Mar 73

Note—119p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Adult Education, \*Adult Learning, Data Collection, Educational Interest, Learning Experience, \*Learning Motivation, Learning Processes, \*National Surveys, \*Participant Characteristics, Questionnaires

This document reports on one of a series of three surveys conducted on behalf of the Commission on Non-Traditional Study. The chief purpose of this study is to describe in detail the potential market for adult learning. A second general purpose is to analyze the learning activities of men and women who are engaged in adult learning. To gather this information a survey questionnaire was sent to adults (ages 16-60) in a carefully selected national sample of 1,639 households. The document tabulates the data gathered and discussed in detail the various findings of the study concerning the characteristics of adult learners and would-be learners, content of learning interests and activities, credit for learning, reasons for learning, methods for learning, learning locations, barriers to learning, time and cost factors, reporting and guidance, and the desire for a degree. The 14-page questionnaire and the weighting procedures used are appended. (BP)

ED 097 422 CE 002 134

Proposed Model Career Education System for the [blank] Public Schools.

University Research Corp., Washington, D.C.

Pub Date May 73

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Adult Education, \*Career Education, Elementary Grades, \*Estimated Costs, Junior High Schools, Middle Schools, Models, Operating Expenses, \*Program Costs, Secondary Grades, Vocational Education

This model provides guidelines for estimating the costs which will be incurred in the implementation of a career education program at all grade levels. The estimation of annual costs is outlined for programs in the areas of teacher inservice training, dropout prevention, counseling, career exploration (required and elective), and vocational education. The areas of adult education, career education, and job placement services are discussed. Costs for additional central office supervisory staff and a schedule for implementation of recommended programs are also touched on. (BP)

ED 097 423 CE 002 135

"Career Education" As It Relates to Action Goals for the Seventies: Substantive Goals. A Position Paper.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Sep 72

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Behavioral Objectives, \*Career Education, \*Educational Objectives, Educational Philosophy

Identifiers—Illinois

Career education is an attempt to conceptualize the whole program of education as a single developmental process—which has as its primary focus the individual and his development as a contributing member of society. It is intended to provide an educational process for all students to help them: (1) develop self-awareness, (2) develop positive attitudes toward the "world of work", (3) explore occupational opportunities, (4) develop entry level employment skills, and (5) adapt to a constantly changing society. The basis for a year round program of individualized career education stresses a curriculum based on: behavioral objectives, a system of 15 occupational clusters which represent the entire world of work, and career-oriented guidance and counseling for all individuals at each stage of their career development. The stages of career development begin with early childhood and continue through adult life and can be identified as: awareness; self-appraisal; understanding of concepts and principles pertaining to the economic system; orientation, exploration, and work experience in the broad occupational clusters; special occupational preparation, post-secondary, vocational, technical, or paraprofessional education; college preparation; and continuing career education. (Author/BP)

ED 097 424

CE 002 139

Garman, E. Thomas

American Business: What Is It? Why Is It Important?

De Kalb Community School District 428, Ill.  
Note—12p.EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Activity Units, Business, \*Business Education, Decision Making, \*Individualized Instruction, Junior High Schools, Learning Activities, Middle Schools, Teacher Developed Materials

Identifiers—\*American Business

This learning packet on American business allows the student to make decisions about what he wants to learn about American business. Upon completion of the unit of instruction these objectives should have been met: (1) to identify what American business is and why it is important; (2) to characterize the importance of the production function of American business; (3) to examine the marketing function of American business; and (4) to distinguish among the ways in which American business organizes to produce. (BP)

ED 097 425

CE 002 140

Hoffman, Gertrude L.

School Age Child Care: A Primer for Building Comprehensive Child Care Services.

Community Services Administration (DHEW), Washington, D.C.

Report No.—DHEW(SRS)-73-23006

Pub Date [73]

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1761-0031, \$0.65)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Child Care, \*Child Care Centers, \*Child Development, Childhood Needs, Child Rearing, Child Welfare, Day Care Programs, \*Day Care Services, Services, Welfare Agencies, \*Welfare Services

Identifiers—\*Preadolescents

The two primary purposes of this document are to emphasize the enormous need for child care services for school age children 6 through 14 years of age, who for some reason, need care and supervision for part of the day as a supplement to parental care. Second, to determine the needs of working mothers through the administration of child care programs by public welfare agencies. The development of child care services for school age children must take into account the importance of sound maturing process for growth, balances between guidance and direction and expanding opportunities for independent thought and action, and provide for physical, emotional, intellectual and social growth. Generally a community needs four types of child care facilities in order to meet differing needs and desires of both parents and children. The four types explored are the day care center, family day care home, small group day care home, and in-home care. The final section gives some ideas and examples of ways an agency might organize its efforts in order to establish a network of good school age child care services. A two-page bibliography is appended. (BP)

ED 097 426

CE 002 147

National Capital Area Homemaker Service Training Manual.

Community Services Administration (DHEW), Washington, D.C.; Homemaker Service of the National Capital Area, Inc., Washington, D.C.

Report No.—DHEW-SRS-72-23007

Pub Date 72

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS  
POSTAGE

Descriptors—Case Studies, Child Care, Child Rearing, Family Life Education, Geriatrics, \*Guides, \*Homemaking Education, Homemaking Skills, Home Management, Mental Health, Nutrition, Physical Health, Records (Forms), Senior Citizens, Service Education, \*Service Occupations, \*Training, Vocational Education. This training manual is designed to help in the training of women for homemaker service. The material specifies what will be most meaningful to the homemaker trainees in their daily work as well as to give insights into the larger problems of families in trouble and to advance the goals of the homemaker service. In connection with the

trainee program these topics are concentrated upon: introduction to homemaker service; goals, role of the homemaker, and types of services; working with people in trouble; children; the homemaker and the elderly; the homemaker and the care of the sick; the homemaker and mental health; the homemaker—nutrition and home management; agency policies and procedures; and agency forms and related materials. Each of these topics is taught through informal discussions, lectures, practice, and demonstrations. Supplementary aids which have proved to be helpful include films, case histories, and problem-setting questions. (Author/BP)

ED 097 427

CE 002 149

Nelhart, Marjorie McGuire, Erma

Model for Curriculum Development and Improvement: A Resource Manual.

Saint Paul Public Schools, Minn.

Report No.—Curr-Bull-395

Pub Date 72

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Curriculum Design, \*Curriculum Development, Educational Needs, \*Educational Objectives, \*Educational Philosophy, Elementary Grades, \*Models, Secondary Grades

This model for curriculum development is dependent upon teacher involvement to be successful and is characterized by its placement of the learner and his needs at the center. The model described in this document, if it is to serve the educational needs and interests of the learner, must be carefully developed so that it is in harmony with the philosophy and educational goals of the school system. The educational philosophy and educational goals (educational skills and knowledge, social relationship, self-realization), curriculum design (content, skills, attitudes, values, and learning styles of the learner), curriculum development (needs assessment, program development, implementation and evaluation), organizational plan, and changes in the curriculum development model that were developed by the educational staff of the St Paul, Minnesota public schools are discussed at length. (BP)

ED 097 428

CE 002 172

Gease, Susan And Others

You the Consumer and Big Business. Middle School Level.

South-Western City School District, Grove City, Ohio.

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS  
POSTAGE

Descriptors—\*Business, \*Consumer Education, \*Curriculum Guides, Educational Objectives, \*Middle Schools, \*Resource Materials, Teacher Developed Materials

This curriculum guide on consumer education is designed to be utilized fully or partially at the teacher's discretion. The bases for the units are 17 fundamental cognitive skills: observing; recalling; noticing differences and similarities; ordering; grouping; concept labeling; classifying; concept testing; inferring causes, effects, and feelings; concluding; generalizing; questioning; anticipating; and making choices. With each unit's main goal in mind (to clarify and extend the students' concept of the individual consumer and his relationship to big business), the unit is subdivided by columns into its objectives, suggested implementation activities, thinking skill processes, curriculum relationships, psychomotor relationships, and affective relationships. Lists of films, filmstrips, careers, lesson plans, books, reports, periodicals, sources for information on business tycoons, local speakers and field trips, and government publications are provided. (BP)

ED 097 429

CE 002 176

Bowen, Uvelia S. A.

Training Household Technicians.

Pub Date 71

Note—468p.

Available from—Uvelia S. A. Bowen, 441 East Vernon Road, Philadelphia, Pennsylvania 19119 (\$25.00)

Document Not Available from EDRS.

Descriptors—Child Care Workers, Cleaning, Cooperative Education, \*Course Content, Curriculum Guides, \*Daily Living Skills, Employer Employee Relationship, Food Service Workers, Home Economics Skills, Improvement Pro-

grams, \*Job Training, Laboratory Training, Maids, Program Descriptions, \*Service Occupations, Service Workers, \*Teaching Guides Identifiers—HEART, Household Employment Assn Reevaluation Training, \*Household Occupations

Framing a comprehensive training plan for household occupations are accounts of the Household Employment Association for Reevaluation and Training's history, philosophy, and innovative program for upgrading household employees' status and skills by training employees to be competent, self-esteeming technicians. Seven instructional units for the six-week course are offered in specific detail; they prepare the technician for cleaning, fabric care, kitchen and dining room work, and for special services to children, the ill, or the elderly. Simultaneously offered are remedial academic education and daily living, self-help, and self-care skills. Teaching methods vary, but active participation by trainees in simulated job situations at the training center is emphasized. Problem-situation role-playing prepares them for occupational transactions. Trainees are assigned to practical work experience in private homes during the training period. Assignment and evaluation sheets are provided. Necessary equipment, requirements for personnel, and resource materials are listed for those wishing to develop a similar training center. Results of a study of the association's first years are provided. Appended are guides to seminars for field work supervisors. (AJ)

ED 097 430

CE 002 177

Bowen, Uvelia S. A.

Housekeeping Careers—A New Frontier.

Pub Date 73

Note—72p.

Available from—Uvelia S. A. Bowen, 441 East Vernon Road, Philadelphia, Pennsylvania 19119 (\$3.00)

Document Not Available from EDRS.

Descriptors—Educational Equipment, \*Educational Facilities, Educational Programs, Financial Support, Job Development, Job Training, Material Development, Models, Organization, Private Schools, Program Descriptions, \*Program Development, \*Program Planning, \*Service Occupations, Service Workers, Vocational Education, \*Vocational Training Centers Identifiers—HEART, Household Employment Assn Reevaluation Training, \*Household Occupations

The Household Employment Association for Reevaluation and Training (HEART) has established an agency to upgrade the status of household employment. The organizational methods and procedures the founders utilized are provided in the form of condensed minutes of the association's advisory council and board of directors. Instructions are presented for the selection and equipment of suitable facilities for a training center, illustrated by accounts of the transformation of a slum brownstone into the association's training center. An overview is given of the association's comprehensive training program. Outlines are provided for use in preparing proposals requesting funds, operating in-staff training sessions, and developing operational tools such as training manuals. Now licensed as a private trade school, the HEART facility is also being utilized as a national training center for those interested in developing similar programs, and information is offered on this function of the association. The project director's report of a feasibility study and an outline of the study's design are included as models, with ten pages of forms used in the study. (AJ)

ED 097 431

CE 002 178

Bowen, Uvelia S. A.

Rhyme, Reason, and Responsibility: A Sitter's Manual.

Pub Date May 72

Note—51p.

Available from—Uvelia S. A. Bowen, 441 East Vernon Road, Philadelphia, Pennsylvania 19119 (\$2.00)

Document Not Available from EDRS.

Descriptors—Child Care, Child Care Occupations, \*Child Care Workers, Employee Responsibility, \*Employer Employee Relationship, First Aid, Health Education, \*Instructional Materials, \*Job Development, \*Job Training, Labor Conditions, Manuals, Safety Education, Vocational Education, Working Hours

## 8 Document Resumes

**Identifiers—**\*Babysitters, HEART, Household Employment Assn Reevaluation Training, Household Occupations

The document is a training manual intended to help a student develop the skills and knowledge necessary to become a competent child care worker in a private household. The manual was developed by a licensed, non-profit trade school operated by Household Employment Association for Reevaluation and Training (HEART), and it reflects the association's concern for upgrading the status of household employment by devoting three of the five chapters to the relationship between employer and employee. The rights and responsibilities of each are clearly defined to ensure professionalism, self-esteem, and pride for the employee, and a high quality of service for the employer. The first chapter is a pre-test, which helps the student determine his suitability for people care; the final chapter is comprised of pointers of importance for sitters in such areas as safety and health, including first aid information. The manual does not treat child psychology, child development, nor aspects of child care other than concerns of safety; one page of "fun time ideas" is included, however, as is a one-page bibliography of resource materials on child development. (AJ)

**ED 097 432** CE 002 179  
Bowen, Uvelia S. A.

**What Is a Day's Work? A Personnel Practices Guide for Household Employees and Employers.**  
Pub Date 70  
Note—208p.

Available from—Uvelia S. A. Bowen, 441 East Vernon Road, Philadelphia, Pennsylvania 19119 (\$2.50)

**Document Not Available from EDRS.**

**Descriptors—**\*Administrator Guides, Employee Responsibility, Employer Employee Relationship, Improvement Programs, Job Development, \*Job Placement, \*Job Training, \*Labor Conditions, \*Maid, Personnel Policy, Program Descriptions, Recruitment, School Policy, School Services, Service Occupations, Supervisory Training, Vocational Counseling, Vocational Schools

**Identifiers—**Employer Responsibility, HEART, Household Employment Assn Reevaluation Training, \*Household Occupations

The guide presents the policies of the Household Employment Association for Reevaluation and Training (HEART) for upgrading the status of household employment. An overview is given of the association's methods of recruitment, training (in its licensed, private trade school), community education, job development, and post-placement counseling. The first chapter is divided into two parts: part one establishes policy for all HEART employees and employers (assignments, hours, wages, sick leave, etc.); part two details specifically policies for each of 22 categories of employment (cleaning technician with light laundry, geriatrics assistant, foods technician, party aide, etc.). Four short chapters deal with the association's policies of balanced employer-employee relationships, detailing the rights and responsibilities of each; of upgrading the image of household employment; and of neighborhood-based, self-help, home-life situation day care for employees' children. A final, lengthier chapter assists an employer in assuming the role of supervisor by instructing her in the determination of a realistic "day's work" and in the preparation of task sheets. (AJ)

**ED 097 433** CE 002 180  
Bowen, Uvelia S. A. And Others

**Thursday's People on the Move!**  
Pub Date 71

Note—118p.  
Available from—Uvelia S. A. Bowen, 441 East Vernon Road, Philadelphia, Pennsylvania 19119 (\$2.50)

**Document Not Available from EDRS.**

**Descriptors—**Adult Educators, Case Studies (Education), Community Education, \*Counselor Training, Instructional Materials, Job Development, Job Placement, Job Skills, Job Training, \*Maid, Problem Solving, Resource Materials, Service Occupations, \*Teacher Education, \*Textbooks, Training Techniques, Vocational Counseling, \*Vocational Education Teachers

**Identifiers—**HEART, Household Employment Assn Reevaluation Training, Household Occupations

The book is intended as a relevant teaching tool for schools, churches, and other social agencies interested in upgrading the service occupations. It was developed from the experience of the Household Employment Association for Reevaluation and Training (HEART) in developing such a program into a non-profit, licensed, private trade school which has also become a national training center for those interested in establishing similar programs; an overview is given of the association's history. The book is divided into five major sections. The first deals with recruitment, screening, and selection of trainees; the second explores training and counseling of household employees—in most cases, a task of retraining. Job development, post-placement counseling, and community education are covered in the remaining three sections. The format of each section is an introductory outline of the basic concepts and principles on which the association's program was founded, followed by several illustrative case histories, each with instructive, open-ended questions for discussion. (AJ)

**ED 097 434** CE 002 191

Lathrop, Robert L.

**Career Education Workshop, May 29-31, 1973.**  
Summary Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 73

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors—**Bibliographies, \*Career Education, \*Consultants, \*Educational Development, \*Educational Objectives, Elementary Grades, Organizational Development, Post Secondary Education, Program Content, \*Program Descriptions, Program Planning, Secondary Grades, Vocational Education, Vocational Schools

**Identifiers—**\*Florida

This brief report of remarks of a three-day workshop in career education describes the workshop agenda, activities, and projects underway in Florida and gives a list of objectives for grades K-6 through post secondary education. A master plan for career education in Brevard County, with a planning and implementation checklist, is followed by descriptions of five special projects, a plan for developing involvement, and a list of local resource people skilled in various elements of career education. A 36-item bibliography is appended. (NH)

**ED 097 435** CE 002 192

Bossung, Esther L.

**The World of Work: Vocational Education in Elementary Schools.**

Louisville Public Schools, Ky.

Pub Date 31 Jul 72

Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors—**\*Annotated Bibliographies, Audiovisual Aids, \*Career Education, Classroom Materials, Ecology, \*Economic Education, \*Elementary Grades, \*Instructional Materials, Social Studies

The document is an annotated listing of career education materials at the elementary level which were on display in 1972 in the Instructional Materials Center of the Louisville Board of Education Exhibit Library. Books, worktexts, picture collections, flannel board materials, recordings, and transparencies are included. The materials deal with such areas as: work and workers; vocations and careers; transportation in the city; economics; money and how we use it; cities, communities, and needs; guidance; pollution; and conservation of resources. The materials develop such basic economic concepts as: (1) man has unlimited needs and wants, but limited resources; (2) due to limited resources, man must continually make choices between his needs and wants; (3) money is imperative in a complex society; (4) man is both a consumer and a producer of goods and services; (5) today's economy requires specialization for efficiency; (6) specialization increases the need for interdependence; (7) a successful economy makes the best use of land, labor, and capital. Publishers and prices are included. (Author/AJ)

**ED 097 436** CE 002 198

Manpower Report of the President.

Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 74

Note—375p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.85)

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS**

**POSTAGE**

**Descriptors—**Economic Change, \*Employment, Employment Opportunities, Employment Statistics, \*Employment Trends, Federal Legislation, Human Resources, Labor Force, \*Manpower Development, \*Manpower Utilization, Population Trends, Tables (Data), \*Unemployment

**Identifiers—**\*Manpower Programs, Manpower Research, Work Incentive Programs

This 12th report's opening chapters highlight important recent developments in employment and unemployment and in legislation authorizing manpower and related programs. The significant, mixed pattern set by some 1973 indicators (reflecting accelerated inflation and a small decline in real weekly earnings) and employment trends in major industries, occupations, and population groups (including blacks and Vietnam veterans) are surveyed in Chapter 1. Chapter 2, "Manpower Programs: Moving Toward Decentralization," discusses features of the new law, plans for coping with the manpower aspects of the energy shortage, and developments in unemployment insurance. "The New Geography of Employment: Migration and the American Worker," Chapter 3, reviews recent patterns of labor force and population mobility. New evidence on past work experiences and opportunities for occupational advancement of different groups of workers are examined in Chapter 4. In conclusion, Chapter 5, "WIN II: A Progress Report," recounts the 1973 story of the Work Incentive Program. Reports on public employment, education and training under MDTA, the text of the Comprehensive Employment and Training Act of 1973, and tables showing Department of Labor statistics on the labor force are appended. (NH)

**ED 097 437** CE 002 199

**Washing Machines—Components & Operations; Appliance Repair 2: #9025.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Mar 73

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors—**\*Appliance Repairing, Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliances, Equipment Maintenance, Job Skills, \*Performance Criteria, Post Secondary Education, Secondary Grades, \*Technical Education, Vocational Education

**Identifiers—**Florida, \*Quinmester Program

Designed to familiarize the student with the components and operations of automatic washing machines, this course outline offers instruction on the principles of washing and their relation to the automatic washer, the functions and operations of washer components, identification of various component malfunctions, washer installation, and the overhaul and repair of components. Course content includes goals, specific block objectives, orientation, automatic washers, water system components (valves, pumps, hoses), drive system components (transmissions, clutches, drive motors), washing machine overhaul, a post-test, and a bibliography. The appendix contains a Quinmester post-test sample. (NH)

**ED 097 438** CE 002 200

**Automatic Dryers—Components and Operations; Appliance Repair—Intermediate: 9025.01.**

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors—**\*Appliance Repairing, Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliances, Equipment Maintenance, Job Skills, \*Performance Criteria, Post Secondary Education, Secondary Grades, \*Technical Education, Vocational Education

**Identifiers—**Florida, \*Quinmester Program



Designed to familiarize the student with the components and operations of automatic gas and electric dryers, this course outlines the principles of drying and how they relate to the automatic dryer. Instruction centers upon the functions and operations of dryer components and the recognition and identification of various component malfunctions, providing students with the opportunity to overhaul and repair dryer components. Included in the course content are goals, specific block objectives, orientation, automatic dryers (construction, principles of drying, installation), dryer component functions and operations, component malfunctions, overhaul and repair, a post-test, and a bibliography. The appendix contains post-test samples. (NH)

**ED 097 439** CE 002 201  
Waterheaters and Dishwashers; Appliance Repair—  
Beginning. 9023.04.

Dade County Public Schools, Miami, Fla.  
Pub Date Feb 73  
Note—21p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Appliance Repairing, Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliances, Equipment Maintenance, Job Skills, \*Performance Criteria, \*Plumbing, Post Secondary Education, Secondary Grades, \*Technical Education

Identifiers—Florida, \*Quinmester Program

This course outline provides major appliance repair students with a fundamental knowledge of waterheaters and dishwashers, and is intended to guide their performance of duties as technicians. Covering the complete electrical and mechanical functions of heaters and dishwashers, the course outline includes goals, specific block objectives, orientation, basic plumbing techniques (pipes, tubing, fittings, soldering), water heaters, dishwashers (types, operations, installation, components, service procedures), overhaul and repair of waterheaters and dishwashers, post-test, and a bibliography. The appendix contains post-test samples. (NH)

**ED 097 440** CE 002 202  
The Refrigeration System; Appliance Repair—  
Advanced. 9027.01.

Dade County Public Schools, Miami, Fla.  
Pub Date Feb 73  
Note—20p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Appliance Repairing, Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliances, Job Skills, \*Performance Criteria, Post Secondary Education, \*Refrigeration, Secondary Grades, \*Technical Education

Identifiers—Florida, \*Quinmester Program

This course outline provides students with an understanding of the observation of basic refrigeration system components, the techniques used in working with copper tubing, and practice demonstrations to show what they have learned. Course content includes specific block objectives, orientation, refrigeration components (evaporator, compressor, condensers, metering devices), refrigeration materials (tubing and fittings), servicing procedures, and a brief bibliography. A Quinmester post-test is followed by an appendix of post-test samples. (NH)

**ED 097 441** CE 002 203  
Refrigeration Controls: Electrical & Mechanical;  
Appliance Repair 3: 9027.02.

Dade County Public Schools, Miami, Fla.  
Pub Date Mar 73  
Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Appliance Repairing, Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliances, Job Skills, \*Performance Criteria, Post Secondary Education, \*Refrigeration, Secondary Grades, \*Technical Education

Identifiers—Florida, \*Quinmester Program  
This booklet outlines a course designed to equip major appliance service students with the fundamental knowledge and understanding of procedures, basic electrical circuitry, and nomenclatures of components necessary in successfully tracing a circuit and repairing or replacing a mal-

functioning component. Course content includes goals, specific block objectives, orientation, refrigeration components, schematics and cycle charts, major appliance circuit testing, domestic refrigeration fans, a bibliography, a post-test, and the appendix is a post-test sample. (NH)

**ED 097 442** CE 002 204  
Utilitarians 3 and 2. Rate Training Manual.  
Revised 1973.

Naval Training Command, Pensacola, Fla.  
Report No.—NAVTRA-10656-F  
Pub Date 73  
Note—658p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (Stock Number 0502-053-2810)

**EDRS Price MF-\$1.05 HC-\$31.80 PLUS POSTAGE**

Descriptors—Air Conditioning, \*Equipment Maintenance, Fuels, Heating, \*Military Training, Physical Environment, Plumbing, Refrigeration, Sanitary Facilities, \*Utilities, Waste Disposal, \*Water Pollution Control

This Rate Training Manual provides the technical knowledge and skill requirements necessary to prepare Utilitarians to perform tasks involved in the installation, maintenance, and repair of plumbing, heating, steam, fuel storage and distribution systems, water treatment and distribution systems, air conditioning and refrigeration equipment, and sewage collecting and disposal facilities. (Author)

**ED 097 443** CE 002 205  
Gillie, Angelo C., Ed.

The Fifth Annual Pennsylvania Conference on  
Postsecondary Occupational Education.  
Pennsylvania State Univ., University Park. Center  
for the Study of Higher Education.

Pub Date Jun 74  
Note—246p.

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—Administrator Role, Adult Education, \*Articulation (Program), \*Career Education, College Administration, Colleges, Conference Reports, Correctional Education, \*Educational Coordination, High Schools, Junior Colleges, \*Post Secondary Education, Rehabilitation, Secondary Education, Technical Institutes, Transfer Students, \*Vocational Education, Vocational Education Teachers, Vocational Schools

Identifiers—Massachusetts, Oklahoma, Pennsylvania

The document contains the full text of the following conference papers: Introduction: Cooperative Ventures in Vocational Education: Pennsylvania Style, by Angelo C. Gillie, Sr.; Cooperation and Coordination Among Secondary and Postsecondary Vocational Education: The Massachusetts Story, Charles H. Buzzell and Vincent P. Lamo; Cooperation and Coordination between Secondary and Postsecondary Vocational-Technical and Adult Education: The Oklahoma Story, Francis Tuttle and Arch Alexander; Coordination of Secondary and Postsecondary Vocational Programs, Lowell A. Burkett; Organizational Ambivalence: Problems in the Coordination of Occupational Education in Multi-Unit Urban Community College Districts, Arthur R. Oswald; The Role of the Community College President in Keeping Vocational Programs Viable, Ernest Notar; Vocational Education for Offenders, Charles D. Whitehead; The New Technical Institute Movement in Pennsylvania, Donald Thomas; The Feasibility of Credit Exchange between AVTS and the Community College, John G. Berrier; Project VAULT: What It Is and What It Does, David G. Minnis; Career Education: Cooperative Efforts in Northampton County, Frank E. Ensminger; Articulation in the Back Seat: The Neglect of the Vocational Student Transfer, William K. Applegate and Arden L. Pratt; and Evaluation of the Conference, Eugenio A. Basualdo. (NH)

**ED 097 444** 95 CE 002 206  
Assessment and Programming For Personnel  
Development in Adult Education—State of Iowa.  
Final Report.

University of Northern Iowa, Cedar Falls. Coll. of  
Business and Behavioral Sciences.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Jun 73  
Note—209p.

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

Descriptors—Administrative Personnel, \*Adult Education, Adult Students, Coordinators, Inservice Education, \*Personnel Needs, \*Program Attitudes, Program Evaluation, Questionnaires, \*State Surveys, Student Opinion, Tables (Data), Teachers, \*Vocational Education, Workshops

Identifiers—Iowa, \*Needs Assessment

The study assessed current adult education personnel needs in Iowa of people administering and teaching career supplementary courses by surveying 22 administrators, 228 coordinators, 39 teachers, and 662 students. The first phase of the study was the conducting of a workshop for administrators to assess personnel needs and provide programing experience. A needs assessment questionnaire was developed and mailed to workshop participants; the next phases consisted of surveying teachers and coordinators through the questionnaire. Phase four involved contacting a sample of students who had taken career adult education courses in Iowa during 1972 and having them complete a special students' questionnaire. Administrators expressed a need for training in techniques of management, techniques of identifying and assessing community educational needs, and developing systems of evaluating teacher effectiveness. Teachers indicated a strong desire for an area media/curriculum center and familiarity with techniques of teaching adults. Inservice training was viewed as essential, with local mini-sessions a desirable format. The students' survey revealed a very favorable response to the career supplementary program. Approximately two-thirds of the document consists of supplementary appendices. (EA)

**ED 097 445** CE 002 207  
Carruthers, Garrey E. And Others

Expansion of Economic Base Analysis: Labor  
Availability in North-Central New Mexico.  
Research Report No. 264.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Department of Housing and  
Urban Development, Washington, D.C.

Report No.—RR-264  
Pub Date Aug 73

Note—44p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Career Change, Census Figures, Computer Programs, \*Employment Projections, \*Labor Economics, Labor Market, \*Labor Supply, Maps, Occupational Mobility, Socioeconomic Background, Tables (Data), Wages

Identifiers—\*Commuting Workers, New Mexico

Estimates of the number of persons willing to commute, at alternative wage rates, to job opportunities in north-central New Mexico have been based on results of basic research in the region and 1970 census data. Expressed willingness to commute and socio-economic characteristics data were accumulated from a regional survey of 643 households. The estimates are of value to regional planners and potential investors in north-central New Mexico, as they reflect the potential flow of labor resources within the region in response to new or expanded economic opportunity. Estimates of labor availability at various wage rates have been provided for the six primary population areas of this region. Tables specify wage rates from \$1.60 an hour to \$4.00 an hour and commuting time in intervals from under 15 minutes to over 90 minutes. Occupations include: professional and technical managers and administrators, sales workers, transport operatives, laborers, farmers, service workers, clerical, and craftsmen. The availability of labor through commuting does not preclude individual needs for training or retraining to suit job needs. A computer program also is described which can be utilized to assess response to alternative wage rates. (Author/EA)

**ED 097 446** CE 002 208  
Salvatore, Joseph

Occupational Stability in Technical Occupations.  
Pub Date 28 Apr 72

Note—14p.; Paper presented at the Joint Spring  
Conference of the American Technical Education  
Association, and the American Society for  
Engineering Education, Technical Institute Unit  
(Springfield, Massachusetts, April 28, 1972)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Engineers, \*Job Layoff, \*Job Tenure, Occupational Mobility, Relocation, \*Technical Occupations, Unemployment, Vocational Counseling, Wages  
**Identifiers**—\*Occupational Stability

Since occupational stability factors are integral to career decision-making processes for students, a study was made to seek information pertaining to occupational stability factors for technicians. Two assumptions made in the study were that inadequate counseling, due to insufficient knowledge about technical education, and an unrealistic emphasis on four years of college and too little prestige attached to technical programs were deterrents to the technical education program. A major hypothesis of the study was that technicians have greater occupational stability than engineers—no salary loss for new jobs; fewer days of unemployment, and lesser distance for job relocation. In reports reviewed for the study, salary change, length of unemployment, and relocation were given as primary concerns of technical personnel seeking new jobs. Conclusions indicated no significant salary difference for technical personnel or engineers in new jobs after lay-off. Technicians experience a longer period of unemployment than engineers after lay-off, while engineers are more likely to relocate than technicians in accepting new positions after lay-off. (EA)

**ED 097 447** CE 002 209  
 Dubin, Robert

**Organizational Bonds and Union Militancy.**  
 Technical Report No. 14.  
 California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-14

Pub Date Jul 72

Note—34p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Collective Bargaining, Employer Employee Relationship, \*Industrial Relations, Interaction Process Analysis, Job Satisfaction, Labor Problems, \*Labor Unions, Models, Organizational Development, \*Organizational Theories, \*Work Attitudes  
**Identifiers**—\*Labor Union Militancy

In analyzing employee militancy expressed through employee unions, the various employee attachments to work were examined. The established attachments were then used as a basis in building a model illustrating the relationship between the individual attachments to work and the collective action of workers in union-management relations. From analysis of the model, it was concluded that: (1) the development of modern managerial paternalism may be a significant means by which to minimize union militancy; (2) most managerial practice, as it relates to workers, is designed to broaden the number of sources of attachment to work; (3) the degree of union militancy in unions with collective bargaining functions is dependent upon their limited concentration on features of the collective agreement; (4) only a limited number of issues can effectively be the object of militant action, and (5) union militancy declines when collective bargaining is institutionalized. This approach, whereby the nature and sources of participant attachment to organizations is examined as a feature of organizational theory relevant to the bargaining process, supplements other kinds of analysis of collective bargaining and union militancy. (AG)

**ED 097 448** CE 002 210  
 Grandfield, Raymond J., Comp.

**A Selection of Case Studies for Pre-Service Distributive Education Teachers. Volume I.**

Delaware State Coll., Dover.

Pub Date [74]

Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Case Studies (Education), Discipline Problems, \*Distributive Education, \*Distributive Education Teachers, Educational Problems, Interpersonal Problems, \*Problems, Student Problems

The 24 case studies presented are built around common classroom and coordination problems encountered by student teachers in distributive education (DE) during their field experiences. Each case is presented in a brief narrative or di-

alogue form and is followed by several questions designed to promote an analysis of the problem and suggest proposals for solution. The case studies include a range of discipline, ethical, and interpersonal problems in classroom and work settings, and involve students, teachers, DE coordinators, and employers of students. It is hoped the case studies will assist student teachers in becoming aware of some of the problems encountered by DE teacher-coordinators and aid them in formulating decisions they will need to make as teacher-coordinators. (Author/AG)

**ED 097 449** CE 002 211

Beers, Howard W.

**Industrial Trends: Implications for Development.**

Pub Date 21 Aug 72

Note—28p.; Paper presented at the Third World Congress of Rural Sociology (Baton Rouge, Louisiana, August 21-25, 1972)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Developing Nations, \*Development, Economic Development, Economic Progress, Employment Trends, Futures (of Society), \*Industrialization, Industrial Structure, Population Growth, \*Population Trends, Technological Advancement

This paper, in "Part I—Trends in Industrial Development"—notes that industrial development is continuing in developing countries, but with such discontinuity, diversity, and selectivity that generalizations are difficult. In the first development decade (the 1960's), industrialization did not fulfill expectations, and gaps in economic status widened. The modernization trend increasingly incorporated orientation to the future, but emphasis on growth lessened while emphasis on environmental consequences intensified, and the post-industrial service sector assumed major importance. Regional and global theaters of development gained in importance; and economic, social, and biological philosophies were blended in the revival of ecological values. "Part II—Industrialization: Implications for Other Sectors"—surveys the classical model of impact, growth of population, distribution of population, poverty and the maldistribution of income, occupations and employment, and infrastructure. "Part III—Concluding Note" discusses some major implications, such as industrialization is a necessary but insufficient contribution in the development of developing countries. A 44-item bibliography is appended. (NH)

**ED 097 450** CE 002 212  
 Career Education in Florida.

Florida State Board of Regents, Tallahassee.

Pub Date Oct 73

Note—17p.; An official position paper of the Florida Department of Education

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Educational Objectives, State Departments of Education, \*State Programs

**Identifiers**—\*Florida

The position paper briefly outlines seven aspects of career education: (1) justice and equality, (2) the State goal, (3) competency-based credentialing, (4) curriculum, (5) services to students, (6) teacher education, and (7) Florida's position. (NH)

**ED 097 451** CE 002 213  
 Producing Commercial and Advertising Art Posters; Commercial and Advertising Art—Intermediate: 9185.02.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Design, Design Crafts, \*Graphic Arts, Performance Criteria, \*Production Techniques, Publicize, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinmester Program

This course offers a comprehensive study of the psychological and visual stimuli necessary for successful poster design. Prior to entry into the course, the vocational student must display mastery of the skills in speedball pen lettering, color,

and brush lettering. The student receives a thorough exposure to the processes involved in poster development, and engages in the practical application of the skills, techniques, and methods through producing completed posters. Consisting of 135 clock hours, the course outline defines six distinct blocks of instruction: (1) orientation to poster making, (2) laying out of posters, (3) using the airbrush for posters, (4) airbrush rendering, (5) photo masking and retouching, and (6) creating special occasion posters, followed by a post-test. Instructional methods include lecture and demonstration, emphasizing active student participation and individual assistance in manipulative skills. These methods are supplemented by the use of visual aids, charts, diagrams, books, and instructional packages. A bibliography of basic references and sample post-tests conclude the course outline. (MW)

**ED 097 452** CE 002 214  
 Brush Lettering II; Commercial and Advertising Art—Intermediate: 9185.01.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Design, Graphic Arts, \*Manuscript Writing (Handlettering), Performance Criteria, \*Production Techniques, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinmester Program

This course outline has been prepared as a guide to help the student gain mastery in the proper brush techniques required for proficiency in brush lettering. The skills of Brush Lettering I are a prerequisite. Consisting of 135 clock hours, the course prepares the student to understand brush lettering for poster production and advertising layout. The outline organizes instruction into five blocks of instruction: (1) brush lettering practice review, (2) brush lettering the gothic alphabet, (3) brush lettering the roman alphabet, (4) brush lettering the italic alphabet, and (5) brush lettering the single thickness script alphabet, followed by a sample post-test. A bibliography of basic references and sample post-tests conclude the course description. (MW)

**ED 097 453** CE 002 215  
 Orientation to Commercial and Advertising Art; Commercial and Advertising Art—Basic: 9183.01.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Course Objectives, \*Curriculum Guides, Graphic Arts, Occupational Information, Performance Criteria, Publicize, Secondary Grades, Student Responsibility, Vocational Education

**Identifiers**—\*Quinmester Program

This outline is presented as an introduction to help the student become familiar with the many facets and requirements to be adhered to in the field of Commercial and Advertising Art. The student is given an in-depth orientation to the entire course content, including rules, regulations, safety factors, and employment opportunities available in the field. Consisting of 45 clock hours, the course is organized into three instructional blocks: (1) orientation to the field of commercial and advertising art, (2) course objectives, and (3) shop work in the commercial and advertising art classroom, followed by sample post-tests. A bibliography listing basic references and sample post-tests conclude the curriculum guide. (MW)

**ED 097 454** CE 002 216  
 Pencil Lettering; Commercial and Advertising Art—Basic: 9183.02.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Art Activities, Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, \*Freehand Drawing, Graphic Arts, \*Manuscript Writing (Handlettering), Performance Criteria, \*Production Techniques, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinmester Program

The course outline is offered as a guide to teach the student the proper procedure in Commercial and Advertising Art Pencil Hand Lettering as it applies to several of the most popular type faces. The student will first master pencil stroking methods and branch off to specific mastery of type faces. Natural talent and aptitude, inherent taste, an eye for perfection in details, and a steady hand are essentials in this highly specialized form of art. The 45 hour course consists of six blocks of instruction in pencil stroking and lettering: (1) introduction, (2) the gothic alphabet, (3) the text alphabet, (4) the roman alphabet, (5) the script alphabet, and (6) the italic alphabet. A bibliography of basic references and sample post-tests conclude the curriculum guide. (MW)

**ED 097 455 CE 002 217**

**Speedball Pen Lettering; Commercial and Advertising Art—Basic: 9183.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Art Activities, \*Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Graphic Arts, \*Manuscript Writing (Handlettering), Performance Criteria, \*Production Techniques, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinmester Program

The course outline has been prepared as a guide to help the student become proficient in the skills required to execute speedball lettering. Prior to entry into the course, the vocational student will display mastery of Pencil Lettering. Consisting of 135 clock hours, the course is organized into five instructional blocks: (1) orientation to speedball lettering, (2) speedball gothic alphabet, (3) speedball roman alphabet, (4) speedball old english text, and (5) speedball round hand script, followed by a post-test. Teaching techniques include lecture and demonstration methods with active student participation and practice. Supplementary methods include the use of visual aids, charts, diagrams, books and instructional learning packages. A bibliography and sample post-tests conclude the course description. (MW)

**ED 097 456 CE 002 218**

**Color; Commercial and Advertising Art—Basic: 9183.04.**

Dade County Public Schools, Miami, Fla.

Pub Date Apr 73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Art Activities, \*Art Education, Art Expression, Behavioral Objectives, \*Color, Color Planning, \*Color Presentation, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, Secondary Grades, Visual Arts, Visual Perception, Vocational Education

**Identifiers**—\*Quinmester Program

The course outline has been prepared as a meaningful and practical approach to color. Mastery of Speedball Pen Lettering is a prerequisite for entry into the course. The purpose of the course is to teach the student the practices, techniques, and technology necessary to acquire an understanding of the color phenomenon. Consisting of 45 clock hours of instruction, the course is organized into eight blocks: (1) nature of color, (2) making a color wheel, (3) dimensions of color, (4) neutral colors, (5) black and white, (6) color schemes, (7) emotional influences of color—scientific and (8) color vocabulary, followed by a post-test. The student learns to recognize the criteria used in judging and

selecting color, as used in the home, personal dress, and most specifically in the field of advertising and commercial art. A bibliography of basic references and a sample post-test conclude the course description. (MW)

**ED 097 457 CE 002 219**

**Brush Lettering I; Commercial and Advertising Art—Basic: 9183.05.**

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Art Activities, \*Art Education, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, \*Manuscript Writing (Handlettering), Performance Criteria, \*Production Techniques, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinmester Program

The course outline has been prepared as a guide to help the students gain mastery in the proper brush techniques required for efficiency in brush lettering. The student is first given an orientation to the materials and equipment used, and the preparation of tempera paints for brush lettering. After this introduction, the student is guided through a series of brush techniques, by brush stroking, to show the various modes of lettering. The student is shown by demonstration, instruction, and practice, how to achieve these skills. Forty-five hours in length, the course consists of eight instructional blocks. Brush techniques taught include brush striping, loaded brush uses, semi-loaded brush methods, and dry brush technique. A bibliography lists basic references and a post-test sample concludes the course description. (MW)

**ED 097 458 95 CE 002 221**

*Bryant, Antusa S. And Others*

**ABE Staff Development Needs Assessment in Minnesota: A Report.**

Mankato State Coll., Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—54p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Adult Basic Education, \*Educational Assessment, \*Educational Needs, Information Needs, \*Questionnaires, \*State Surveys

**Identifiers**—\*Minnesota

The needs assessment of adult basic education (ABE) in Minnesota touched on both the need for classes for ABE students and the need for training for ABE staff. Chapter 1 provides a summary of recommendations; chapter 2 gives a statement of the problem; and chapter 3 discusses the design, implementation and results of the needs assessment. The remaining 40 pages of the document consist of appendices, including letters sent with questionnaires, copies of questionnaires themselves, and detailed discussion of questionnaire responses. (NH)

**ED 097 459 95 CE 002 222**

*Bryant, Antusa S. And Others*

**A Guide for Reading Instruction in Adult Basic Education.**

Mankato State Coll., Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—87p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Adult Basic Education, Context Clues, \*Curriculum Guides, Diagnostic Tests, Instructional Materials, Phonics, Reading Comprehension, \*Reading Instruction, Reading Materials, Reading Skills, Student Placement, \*Teacher Developed Materials, Teaching Techniques, Word Recognition, Word Study Skills

**Identifiers**—\*Minnesota

This guide for Adult Basic Education (ABE) teachers in reading instruction was developed at a Mankato State College workshop. It is divided into three sections: (1) the placement of students in reading materials and instructional programs, (2) the diagnosis of basic word recognition skills (sight words, phonics, and structural analysis), and comprehension skills. As a supplement to the

document are three appendices on placement materials, tests and forms for diagnosis and evaluation, and materials and techniques for instruction. (BP)

**ED 097 460 CE 002 224**

**Illustrator Draftsman 1 and C. Rate Training Manual. Revised 1973.**

Naval Training Publications Detachment, Washington, D.C.

Report No.—NAVTRA-10470-A

Pub Date 73

Note—158p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-052-3510)

**EDRS Price MF-\$0.75 HC-\$7.50 PLUS POSTAGE**

**Descriptors**—Cartoons, Color Presentation, Design Crafts, \*Drafting, Freehand Drawing, \*Graphic Arts, Instructional Materials, Layout (Publications), \*Manuals, Military Personnel, Production Techniques, \*Technical Illustration, \*Trade and Industrial Education, Training, Visual Aids, Visual Arts

The training manual is intended to serve as an aid for men who are seeking to acquire the theoretical knowledge and the operational skills required of candidates for advancement to Illustrator Draftsman First Class (DM 1) or Chief Illustrator Draftsman (DMC). It includes subject matter that is related to both the knowledge factors and the practical factors of the advancement qualifications. Not designed to provide information on the military requirements for petty officers, the manual is divided into six major training areas: (1) administration, (2) cartooning, (3) screen process, (4) color, (5) visual presentations, and (6) typography and layout. Figures and illustrations are used throughout to illustrate procedures. A glossary of selected technical terms and index conclude the document. (MW)

**ED 097 461 CE 002 225**

*Sexton, Carl N.*

**Inservice Work Experience Internship Program for Occupational Education Teachers. Final Report.**

Eastern Illinois Univ., Charleston. Dept. of Health Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date Jul 74

Note—110p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—Cooperative Programs, \*Inservice Programs, \*Inservice Teacher Education, Occupational Guidance, Projects, Refresher Courses, Released Time, \*School Industry Relationship, Teacher Education, \*Teacher Improvement, Teacher Programs, \*Vocational Education Teachers

Teachers of occupational education need to be continually updated to be aware of the technical changes taking place within occupations in their area of specialization if they are to make occupational training situations more like the real job. The objective of the study is the development and implementation of a system of inservice work experience for teachers. The unique characteristic of the study was the releasing of teachers from regular teaching duties for a minimum of 40 hours. Twelve teachers, representing all occupational areas, participated and individualized programs of personal development were established with the cooperation of the teacher-participants, academic advisors, and business/industrial personnel. An overview of the problem, related studies, procedures, and implementation are dealt with in detail. A model for the development of an inservice work experience program is described in the final chapter. A five-page bibliography and 37-page appendix including project materials, evaluation forms, and participant responses conclude the document. (MW)

**ED 097 462 CE 002 226**

**Awaken to the World of Food Service; Commercial Cooking and Baking—Basic: 9193.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**



## 12 Document Resumes

**Descriptors**—Behavioral Objectives, Course Content, \*Curriculum Guides, Food Service, \*Food Service Industry, Food Service Occupations, Food Service Workers, \*Foods Instruction, Grade 10, Home Economics Education, \*Nutrition Instruction, \*Occupational Home Economics, Secondary Grades

**Identifiers**—\*Quinnester Program

This course outline has been prepared as a guide for the tenth grade student in commercial cooking and baking or food management, production, and services. It provides basic experiences in the field of commercial food service, the hotel and restaurant industry and types of food service establishments. The course consists of 90 clock hours, covered in three blocks of instruction (orientation, introduction to the food service industry, and basic nutrition). The guide features an outline of specific block objectives and course content, a two-page bibliography and an appendix of Quinnester post-test samples. (Author/BP)

**ED 097 463** CE 002 227  
Nutritious Meal Planning; Commercial Cooking and Baking I: 9193.02.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—30p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$8.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Cooking Instruction, Course Content, \*Curriculum Guides, \*Food Service, \*Foods Instruction, Grade 10, Home Economics Education, Secondary Grades

**Identifiers**—\*Quinnester Program

This 90 clock hour course has been prepared as a guide for the tenth grade student in commercial cooking and baking or food management, production and services. It has been divided into six blocks of instruction (menu planning, recipes, condiments and their uses, introduction to cooking, food cost and accounting), and a Quinnester post-test. As a prerequisite the student must have completed successfully the course "Awaken to the World of Food Service". The document consists of an outline of goals, the specific block objectives, a detailed course outline, and a 20-item bibliography. Appended are samples of Quinnester post-tests. (Author/BP)

**ED 097 464** CE 002 228  
Coenitino, Linda

Salesmanship; Business Education: 8738.01.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—17p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Business Education, Consumer Education, Course Content, \*Curriculum Guides, Merchandising, Retailing, \*Salesmanship, Sales Occupations, Sales Workers, Secondary Education

**Identifiers**—\*Quinnester Program, Sales Training

This curriculum guide serves pupils who are planning to be salesmen, as well as those who are interested from a consumer's point of view. The document includes a study of the general principles and techniques of selling, consideration of selling as a career, sales discussion, oral and written reports, and sales talks. The course includes a list of performance objectives, an outline of the course content, suggested teaching procedures and activities, evaluative instruments, and resources for students and teachers. Appended to the document is a checklist that is designed for class discussion after role playing or a film presentation. (Author/BP)

**ED 097 465** CE 002 229  
McCool, Felix J.

Small Business Management; Business Education: 7739.11.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—27p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Business, \*Business Education, Course Content, \*Curriculum Guides, Decision Making, \*Management, \*Organizational Development, Problems, Secondary Grades

**Identifiers**—\*Quinnester Program, Small Business Management

This curriculum guide gives a brief review of the relation of business to the community and an introduction to problems in organizing a small business. These problems include basic long-range decisions: type of financing, need for the business, and method of financing. The document also focuses on the more immediate problems of location, housing, personnel, equipment, layout, records, and promotion of the business. The course also includes an overview of problems of ongoing operation: management, supervision, governmental obligations, finance, production, marketing, public relations, and survival factors. It provides an outline of the objectives of the course and course content, suggested teaching procedures, evaluative instruments used, and a list of resource materials for students and teachers. Included are an appendix with a nine-page glossary and a fact sheet for small business owners. (Author/BP)

**ED 097 466** CE 002 230  
Dubocq, Edward R.

Container Design and Packaging; Art Education: 6693.13.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Art Education, Art Products, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Design, \*Design Crafts, Design Needs, Graphic Arts, Merchandising, Performance Criteria, \*Production Techniques, Secondary Grades, Skill Development, Vocational Education

**Identifiers**—\*Quinnester Program

Offered as an exploratory course in the highly technical field of container and packaging design, emphasis is placed on refined knowledge of the basic techniques used in preparing visuals, color camps, and working drawings. Study of related information such as consumer psychology and color, layout, and lettering is included in this studio oriented course. Basic problems of design, color, balance, and composition as well as functional problems of product size, shelf space, product protection, consumer need, competition, production technique, and expense limitations are dealt with. Requiring no prerequisites, the elective course is open to grades 7-12, and offers the student an overall introduction to the area of commercial art as well as an opportunity to design and create an original example of package design. Package patterns and a resource guide for students and teachers conclude the course description. (MW)

**ED 097 467** CE 002 231  
Fundamentals of Refrigeration; Air Conditioning and Heating Mechanics 1—Appliance Repair 2: 9013.01 and 9025.05.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—23p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Air Conditioning, \*Air Conditioning Equipment, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, \*Refrigeration Mechanics, Secondary Grades, Service Occupations, \*Trade and Industrial Education

**Identifiers**—\*Quinnester Program

Providing the student with an understanding of the basic refrigeration fundamentals, the course introduces the various types of tools and equipment used in this trade. The course consists of 90 clock hours and is organized into six instructional blocks. The student will gain an understanding of trade terminology, heat and temperature, transfer of heat, refrigeration components and the principle of the basic refrigeration cycle. The course will also provide an understanding of the tools necessary to function in this field and includes flaring, bending, swaging, and soldering of refrigeration tubing. Manipulative instructional methods include demonstration and shop use of actual appliances, equipment, and appliance components, as well as mock-ups and demonstration pieces and kits. A bibliography lists basic and supplementary references and audiovisual aids

and an appendix provides a sample post-test. (MW)

**ED 097 468** CE 002 232  
Orientation, Shop Tools and Equipment; Appliance Repair—Basic: 9023.01.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—35p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Appliance Repairing, Behavioral Objectives, Career Planning, Course Content, Course Descriptions, \*Curriculum Guides, \*Equipment Maintenance, Hand Tools, \*Industrial Arts, Interpersonal Competence, Safety, Secondary Grades, Service Occupations, \*Shop Curriculum, Technical Education

**Identifiers**—\*Quinnester Program

Presented as an introduction to appliance repair, the course is intended as an orientation in the duties, responsibilities, and career opportunities of the major appliances service technician. It also introduces the learner to the various types of tools and equipment used in this trade, and provides him an opportunity for instruction and practice in their proper use. Ninety clock hours in length, the course consists of five instructional blocks: (1) orientation, (2) major appliance service tools, (3) appliance service equipment, (4) customer relations, and (5) service related duties, followed by a post-test. Manipulative instructional methods include demonstration and shop use of actual appliances, tools, equipment and appliance components, as well as mock-ups and demonstration pieces and kits. Basic references, manufacturer's manuals, and audiovisual aids are listed in the bibliography and the appendix provides sample post-tests. (MW)

**ED 097 469** CE 002 233  
Introduction to Auto Body and Refinishing; Automotive Body Repair and Refinishing—Basic: 9033.01.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—33p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Auto Mechanics, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Trade and Industrial Education, \*Vocational Education

**Identifiers**—\*Quinnester Program

Designed as a foundation course for the auto body repairman, the course is organized into five blocks of instruction: (1) orientation, (2) shop safety, (3) human relations, (4) service tools and bench skills, and (5) body repair tools and equipment, followed by a post-test. Ninety hours in length, the course requires that students have an eighth grade equivalency score in reading, comprehension, arithmetic fundamentals, mechanical aptitude, and the physical ability necessary to profit from the training. Instruction uses demonstrations, lectures, group discussions, audiovisual aids, and resource people from the industry. A bibliography lists basic and supplementary references and audiovisual aids. Sample post-tests conclude the course description. (MW)

**ED 097 470** CE 002 236  
Indiana Career Resource Center; Annual Report: 1973-74.

Indiana Univ., South Bend. Indiana Career Resource Center.

Spots Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Note—149p.; For related document see ED 086 803

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—\*Annual Reports, Career Choice, \*Career Education, \*Inservice Education, \*Instructional Materials Centers, Objectives, Publications, \*Resource Centers, Resource Materials, Workshops

**Identifiers**—\*Indiana Career Resource Center

The fifth annual report covers a variety of activities of the Indiana Career Resource Center, including goals of the center (related to inservice training), staff presentations, inservice and preservice training of teachers, and media editing and production. The center's involvement in



career awareness for girls and women and staff support functions also are described. Appendixes contain an enumeration of staff activities, evaluation summaries of a career education workshop, copies of the "Career Digest" (the center's publication), multimedia developments, a list of institutions borrowing materials, and other materials related to the center's 1973-74 activities. (NH)

#### ED 097 471 CE 002 237

**Transistor Radio Receivers; Radio and Television Service, Intermediate: 9785.04.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Feb 73

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Appliance Repairing, Course Content, \*Curriculum Guides, \*Radio, \*Repair, Secondary Grades, Service Occupations, \*Television, \*Trade and Industrial Education, Transistors

**Identifiers**—FM Radio, \*Quinmester Program

The course outlined is one of the required courses in the Radio and Television Service Curriculum. Mastery of the skills in Basic Radio Circuits and Vacuum Tube AM Troubleshooting (9785.03) is a prerequisite. Eight blocks of instruction are divided into several units each. The instruction blocks are: orientation, fundamentals of transistor receivers, no signal in transistor receivers, additional symptoms, automobile radios, FM receivers, stereo multiplex systems, and a post-test. Specific block objectives are outlined. In the 135 hours of course presentation, classroom lessons, textbook assignments, construction of transistor radio kits, laboratory exercises, and troubleshooting practice are employed. An answer key is provided for the two-part post-test, and a bibliography lists basic and supplementary references and films. (AG)

#### ED 097 472 CE 002 238

**Basic Radio Circuits and Vacuum Tube AM Troubleshooting; Radio and Television Service, Intermediate: 9785.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Feb 73

Note—36p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Appliance Repairing, Course Content, \*Curriculum Guides, Performance Criteria, \*Radio, \*Repair, Secondary Grades, Service Occupations, Skill Development, \*Trade and Industrial Education

**Identifiers**—\*Quinmester Program, Troubleshooting, Vacuum Tubes

The 135-hour quinmester course covers study of basic radio circuits as applied to vacuum tube radios in six blocks of instruction: orientation; AM receivers with tubes; no signal, audio failure; distortion; weak, noisy signals; and a post-test. Each block is subdivided into several units, and block objectives are outlined. Completion of AC Circuits and Active Devices (9785.02) is a prerequisite. The course emphasizes diagnostic skills and those manipulative skills having to do with use of instruments and tools with the object of repairing items in a production shop environment. An answer key is provided for the two-part post-test, and a bibliography lists basic and supplementary references and films. (AG)

#### ED 097 473 CE 002 239

**Domestic Refrigerators; Appliance Repair—Advanced: 9027.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Appliance Repairing, Course Content, \*Curriculum Guides, \*Electrical Appliances, Electrical Appliance Servicemen, Refrigeration, Secondary Grades, Service Occupations, \*Trade and Industrial Education

**Identifiers**—\*Quinmester Program, Refrigerators

This course outline is presented to provide the major appliance service student with a fundamental knowledge of the procedures necessary to repair a refrigerator using information on electrical circuitry and mechanical functioning com-

ponents. The course may be taught in 90 or 135 clock hours, depending on the amount of detail presented and the provision of practice and skill development time. The course consists of five instructional blocks: orientation, domestic hermetic refrigeration systems, domestic refrigerator and freezer cabinets, servicing the domestic hermetic unit, and a post-test. Specific block objectives are outlined. An answer key to the two-part post-test is provided, and a bibliography lists basic and supplementary references, manufacturers manuals, audiovisual aids, filmstrips, and cassette tapes. (AG)

#### ED 097 474 CE 002 240

**Employability Skills for the Vocational Cooperative Education Student; Cooperative Business Education 1: 7775.06.**

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Cooperative Education, Course Content, \*Curriculum Guides, Job Training, \*On the Job Training, Secondary Grades, \*Skill Development, \*Vocational Education, Youth Employment

**Identifiers**—\*Quinmester Program

The course outline has been prepared as a guide for the vocational student employed full time and enrolled in a cooperative education program in the area of his vocational objective. The 45-hour course is presented in nine instructional blocks: cooperative job description, identification of training agency organization, identification of training agency operations, training agency responsibilities, trainee self-evaluation, trainee basic skills development, on-the-job problems and solutions, what your manual should include, and an evaluation. Specific block objectives are outlined. During the course, the student is supervised cooperatively by the teacher-coordinator and the training agency supervisor. The teacher and employer act as guide and resource persons. Once-a-week classroom meetings provide vocationally related materials correlated with the on-the-job training activity. (AG)

#### ED 097 475 CE 002 241

**Cooking Can Be Profitable; Commercial Cooking and Baking 1:9193.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Jun 73

Note—42p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Cooking Instruction, Course Content, Course Descriptions, \*Curriculum Guides, \*Food Service Occupations, \*Foods Instruction, Grade 10, \*Occupational Home Economics, Performance Criteria, Post Secondary Education, Secondary Grades, Vocational Education

**Identifiers**—Florida, Food Preparation (Commercial), \*Quinmester Program

The course outline is prepared as a guide for the 10th grade student in Commercial Cooking and Baking or Food Management Production and Service. The course introduces the student to effective production of high quality foods and develops an understanding of high standards in quality food service. Totaling 90 hours of instruction, nine blocks of study include basic techniques and methods of cooking, salad making, and baking as practiced in the hotel-restaurant industry. Classroom instruction includes group discussions, lectures, demonstrations, audiovisuals, field trips, individual assignments, and tests. Guest consultants from industry are called on to supplement the instruction. A bibliography includes basic and supplementary references, curriculum guides, and workbooks. Sample posttests conclude the course description. (MW)

#### ED 097 476 CE 002 242

**Cutawl Techniques and Silk Screen; Commercial and Advertising Art—Intermediate: 9185.03.**

Dade County Public Schools, Miami, Fla.

Pub Date May 73

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Art Education, Art Products, Behavioral Objectives, \*Commercial Art, Course Content, Course Descriptions, \*Curriculum Guides, Design Crafts, Graphic Arts, Performance Criteria, Post Secondary Education, Printing, Secondary Grades, \*Skill Development, \*Vocational Education

**Identifiers**—Florida, \*Quinmester Program

The course is comprised of two comprehensive courses totaling 135 hours of classwork. Orientation to commercial and advertising art is a necessary prerequisite to entry into the course. The first half of the course introduces the student to the function and operation of the cutawl machine. Through supervised classroom practice, the student acquires the skills necessary to produce three dimensional display and cutout letters. The second half introduces the tools, materials, and techniques used in silk screening. Through practical application of skills, the student learns the procedure of silk screen printing on a commercial level. A bibliography listing basic references and sample posttests conclude the course outline. (MW)

#### ED 097 477 CE 002 243

**Meet the Press; Graphic Communications 7-9 Prevocational: 5839.05.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Graphic Arts, \*Industrial Arts, Photography, \*Printing, Reprography, Secondary Grades, \*Vocational Education

**Identifiers**—\*Quinmester Program

This 45 hour course offers basic instruction in the graphic arts field and is designed to introduce the student to, and give him/her the opportunity to perform basic activities in nine areas: (1) graphic design, (2) drawing interpretation, (3) intaglio printing, (4) letterpress printing, (5) rubber stamp making, (6) basic photography, (7) offset-lithography, (8) silk-screen printing, and (9) bindery. No prerequisite instruction is needed. Classroom instruction includes lecture, demonstrations, group discussions, and various audiovisual aids. Learning activity packages are available. The course description is presented in outline form and includes a sample post-test. (MW)

#### ED 097 478 95 CE 002 244

**Fintzy, Leonard I.**

**Career Education: The Epistemology of Career Education and the Development Via Delphi Technique of the Conceptual Career Education Model for Yonkers, New York. Interim Report.**

Yonkers City School District, N.Y.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—192p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—Bibliographies, Career Awareness, \*Career Education, Community Involvement, \*Community Surveys, \*Conceptual Schemes, Cultural Awareness, Educational Needs, Individual Development, Inservice Teacher Education, \*Models, Program Development, Resource Materials, School Community Relationship

**Identifiers**—\*Delphi Technique, New York

The purpose of the career education project of the public school system of Yonkers, New York was to develop a conceptual model program appropriate for the diversified urban composition of Yonkers by use of the delphi technique to gain a broad consensus of and commitment to the basic premises of the career education model. A two-round, 35-statement survey of attitudes, concerns, and needs polling professional staff, students, parents, and business representatives revealed consensus on 32 of the statements. A strong need was indicated for career education for all students and grades, career education concepts and activities infused into the total curriculum, active teacher/administrator implementation, and community participation in program development. The model is based on continuous individual development in phases of awareness, development (personal and career) and competency (personal, social, economic and occupational).

Piloting efforts have commenced in the four elementary schools used in the survey, inservice programs have been developed, and community-career education dialogue has been established for feedback. More than half of the document consists of a review of related literature, a comprehensive bibliography, and appendices of supportive project data. (EA)

**ED 097 479** CE 002 245  
Nutrition and Food: Curriculum Guidelines.  
Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date [73]  
Note—305p.

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—Career Opportunities, Consumer Education, \*Curriculum Guides, Educational Objectives, Food, Food Handling Facilities, Food Processing Occupations, Food Service Occupations, \*Foods Instruction, Individual Needs, Learning Activities, Nutrition, \*Nutrition Instruction, \*Resource Materials, Student Developed Materials, Student Evaluation, Teaching Techniques

Identifiers—Food Preparation, Food Preparation (Commercial), Food Selection

The curriculum guide is designed to serve as a resource for local teachers and community members to design their own special curriculum around the unique nutritional needs of individuals and families making up the population. The guide is organized around six major topics: the individual's involvement in nutrition and food, factors involved in consumer food choices, in food selection, in food preparation, career opportunities in nutrition and food occupations, and commercial food preparation. Emphasis is given to using the discovery method of learning. Each major topic can be presented as a separate unit or as a basis for a course in that area. Each section contains a topical outline, bibliography, conceptual statements, student objectives (beginning, intermediate, and advanced levels), learning experiences, and evaluative experiences. Materials which may be duplicated for classroom use form a 42-page appendix to the document. The second part of the document (35 pages) contains materials developed by a graduate nutrition class for junior high and high school instruction dealing with food as it relates to the world, growth, life, and people. Performance objective, conceptual statement, and the learning experience are specified for each. Various methods of teaching nutrition are employed. (Author/AG)

**ED 097 480** CE 002 247  
Environmental Housing and Life Styles: Curriculum Guidelines.  
Arizona State Dept. of Vocational Education, Phoenix.

Pub Date 72  
Note—266p.

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—Career Choice, Career Opportunities, Color Planning, Consumer Education, Creativity, \*Curriculum Guides, Decision Making, Design Needs, Elementary Grades, \*Environmental Influences, Furniture Arrangement, \*Home Economics Education, \*Housing, Interior Design, \*Life Style, Physical Environment, Post Secondary Education, Resource Materials, Secondary Grades, Vocational Education

Identifiers—Arizona

The Arizona Department of Education designed this curriculum guideline to aid teachers in planning programs that provide opportunities for students of all ages to comprehend, identify, apply, and analyze housing and life styles. The topics concentrated on are: nature and housing of man, housing as a modification of environment, effects of housing on people, expression and creativity through design of housing and furnishings, consumer decisions related to housing, exploration of professional and supportive careers related to furnishing and housing, and general appendices for teacher reference. Each topical outline contains educational objectives, conceptual statements, and grade levels (K-6, beginning, intermediate, advanced, and post secondary). In addition each outline is provided with a bibliography and curriculum materials list. (BP)

**ED 097 481** CE 002 248  
Morgan, Margaret K., Ed. And Others  
Cognitive and Affective Dimensions in Health Related Education. Proceedings of a Conference (Gainesville, Florida, January 1974).  
Florida Univ., Gainesville. Center for Allied Health Instructional Personnel.

Pub Date Jul 74  
Note—152p.

Available from—Center for Allied Health Instructional Personnel, College of Education, University of Florida, Gainesville, Florida 32611 (No charge)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Admission Criteria, Affective Behavior, \*Affective Tests, Career Choice, Cognitive Development, Cognitive Measurement, \*Cognitive Processes, Females, Health Occupations, \*Health Occupations Education, Health Personnel, \*Individual Characteristics, Learning Processes, Literature Reviews, \*Personality Assessment, Predictive Validity, Research Methodology, Tables (Data) Identifiers—\*Allied Health Personnel, Canfield Lafferty Learning Styles Inventory, Myers Briggs Type Indicator

Ten papers dealing with various aspects of cognitive and affective dimensions of the allied health student are presented. They are: "A Review of Research on Cognitive and Affective Dimensions of Education for the Health Related Professions" by Margaret K. Morgan, "Methodological Problems in the Study of Affective and Cognitive Characteristics of Allied Health Personnel" by Linda Crocker, "The Development of an Effective Allied Health Admissions Program" by Robert E. Swihart, and "The Canfield-Lafferty Learning Styles Inventory: A Status Report" by Albert A. Canfield. Also, Ronald K. Bass, "Personalization of Instruction Based upon Cognitive Style Mapping: Health Education Applications"; Mary H. McCauley, "The Myers-Briggs Type Indicator and Health Occupations Education"; and M. Ruth Williams, "The Myers-Briggs Type Indicator and Medical Technologist Personality Types". The final three papers are: "Profile of a Course Introduction to the Health Related Professions" by David S. Lindberg, "The Predictive Effectiveness of Type Measures when used in Multiple Regression Analysis" by Rose Mary Ammons, and "Characteristics Associated with Academic Survival for Females in Health Related Programs" by Margaret K. Morgan. (AG)

**ED 097 482** CE 002 249  
Vicino, Frank L. And Others  
Field Test Report: Volume 1, All Units.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 74  
Note—80p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Career Education, Data Collection, Educational Programs, \*Field Studies, Performance, \*Program Effectiveness, \*Program Evaluation, School Demography, Student Attitudes, Teacher Attitudes, \*Unit Plan Identifiers—\*Arizona, Field Tests

A field test was designed and conducted to examine the effectiveness of Arizona-designed career education units, particularly to examine the units' success in terms of their ability to affect positively students' cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Fourteen career education units in nine projects were field tested. Data were gathered through UNIVAL, a panel review, and a community review, with approximately 5,000 students and 174 teachers included in the study. Of the students, 51 percent were female and 49 percent male; 61 percent were Anglo and 39 percent from minority groups. Of the teachers, 54 were male and 120 were female. Teacher attitude toward career education was fairly high and moderately positive toward the particular units. Student response to the units was positive, and learner performance was a high 80 percent. Measurements for each unit were calculated, based on teacher attitude, learner attitude, and learner performance. Student demographic data were subjected to an ethnic profile, and 14 cost factors analyzed for each unit. It was

concluded that all 14 units in the field set were sufficiently satisfactory to be included in the 1974-75 statewide implementation program. (AG)

**ED 097 483** CE 002 250  
Novacek, James  
Hospitality, Tourism, and Recreation.  
Northern Arizona Hospitality Education Project, Flagstaff.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date 72  
Note—120p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Career Awareness, \*Career Education, Career Opportunities, Class Activities, Counseling, Cultural Factors, Dropout Prevention, Educational Objectives, \*Indians, Individual Needs, Interdisciplinary Approach, \*Job Skills, Occupational Information, On the Job Training, \*Recreational Programs, Student Attitudes, \*Tourism, Work Experience Programs

Identifiers—Arizona, \*Hospitality Education

The Northern Arizona Hospitality Education Program is an exemplary three-year project designed to help students, mainly Indian, obtain job skills and attitudes necessary for successful employment in the hospitality industry. Nine high schools from Apache, Coconino, and Navajo Counties participated in the project. Objectives included providing an interdisciplinary approach to curriculum and teaching, opportunities for related classroom and work experience through on-the-job training, and providing the project with a coordinator having hospitality industry and Indian cultural background. Further objectives were to create incentive for potential dropouts and to increase student awareness of various occupations in the industry as well as awareness of individual interests, aptitudes, and aspirations. A custom-designed curriculum, which was developed through teacher workshops, was one of the major outcomes of the project. Some problems encountered were lack of certified vocational teachers, getting parent and community involvement, cultural attitudes, counseling for participants, and lack of direct funds to the schools. As one of the fastest growing service industries, the hospitality industry will provide many career opportunities for future employment. Three-fourths of the document consists of descriptive information in an appendix. (EA)

**ED 097 484** CE 002 251  
Framework for Home Economics Related Occupations.

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Note—136p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Career Ladders, Career Opportunities, Clothing Instruction, \*Curriculum Guides, Elementary Education, Foods Instruction, \*Home Economics Education, Home Management, Human Services, Occupational Home Economics, Secondary Education, Special Services, \*Teacher Developed Materials

Identifiers—\*Arizona, Supporting Services

This curriculum development framework is a collection of teacher-developed materials designed to provide teachers and administrators with an outline for the development of a program in home economics related occupations. Content includes answers to questions about home economics-occupations programs (who, what, when, where, and why), the Arizona course of study, and outlines for curriculum in five occupational areas: (1) care and guidance of children and the elderly, and supporting services; (2) clothing management, production, and services; (3) food management, production, and services; (4) home furnishings, equipment, and services; and (5) institutional and home management and supporting services. These are organized by objective, content, learning experiences, and teacher comments. Career opportunities, ladders, and lattices are described, and attention is also given to scope and significance of occupational areas, human relations, communications, competencies, space and equipment, safety and sanitation, work simplification, and the HERO Club. Lists of reference materials are provided for each of these areas. (NH)

ED 097 485

CE 002 252

Lecht, Leonard A. And Others

A System for Collecting Advance Information on the Character and Extent of Employment Generated by New Government Contracts: Phase II Report.

National Planning Association, Washington, D.C.  
Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jan 74

Note—231p.; Some of the tables are marginally legible

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Cooperative Planning, Data Analysis, \*Data Collection, Employment Opportunities, \*Employment Projections, Federal Programs, Job Development, Manpower Needs, \*Methods, Models, \*Planning, \*Prediction, Tables (Data)

Identifiers—Manpower Planning, \*Manpower Research

This study was undertaken to develop a model early warning system which could anticipate job openings generated in local communities by large Federal procurement contracts. Among the major findings from the cases studied: (1) projections of job openings were possible in all contracts considered, by the use of estimating techniques which are described in the appendix; (2) the number of job openings generated by the awards were sufficient to be given serious weight in local manpower planning; (3) local manpower agencies, generally aware of the likely employment increase, lacked the detailed occupational information and timing of the employment increase to translate this awareness into program planning; (4) such projections can precipitate a common effort by local manpower officials, company personnel, union officials, and others; (5) job openings estimates, while important, are only one ingredient in local planning, which must also include local labor supply indicators. The first appendix, which takes up about half the document, maps in detail the precise data, methodology, and projection techniques used. The second appendix explains the criteria used in the selection of contract awards to be studied, and the third lists data and data sources used. (NH)

ED 097 486

CE 002 254

Grabowski, Stanley M.

Innovation Dissemination in Adult Education.

Pub Date Jul 74

Note—19p.; Keynote address given at the HEW Region II Seminar on Innovation Dissemination (New Brunswick, New Jersey, July 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adult Education, \*Information Dissemination, Speeches

While recognizing the constraints of time and money, there is a distinct need for faster and greater dissemination of research results, especially for innovations in adult education. A study of typical dissemination methods, including project publications, conversation presentations, workshops, commercial publications, and in-service teacher training, has shown they have merits as well as limitations. Educational products, like seeds planted to take root, grow, and bear fruit, should be disseminated so they might be adopted by practitioners and, through their use, bring about change in the learners. Better interagency linkages, one-stop information centers, and using educational extension agents are ideas to consider in approaching new ways to the dissemination/adoption of innovations in adult education. (NH)

ED 097 487

CE 002 255

Salley, Jake

Technical Education's Support of New and Expanding Industry.

Pub Date 1 Dec 73

Note—16p.; Paper presented to the American Vocational Association, Technical Education Division (Atlanta, Georgia, December 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Industrial Education, \*Job Development, \*Job Training, Labor Economics, Manpower Development, \*Program Development, Recruitment, Socioeconomic Influences, \*State Programs, Statewide Planning, Technological Advancement, Vocational Education, \*Vocational Training Centers

Identifiers—\*South Carolina

In order to diversify its economy and raise the economic level of its people, South Carolina concluded that a possible solution might be to provide pretrained people for the work force of any industry that located in the State or for any expanding industry within the State. In 1961, Technical Education Committee (TEC) Centers were created and since that time, with the help of Federal funds, the program has trained approximately 500,000 South Carolinians. Sixteen TEC Centers and special schools provide training leading to a diploma, certificate, or associate degree, offering occupationally-oriented programs that match individual and community needs. The paper traces the procedures and ramifications involved in attracting and developing new industry in the State, determining the type of training needed, developing and equipping training facilities, and planning a curriculum. Recruiting trainees for the program, screening applicants, teacher training, and the maintenance of a manpower supply for industry are problems dealt with in discussing this State-wide approach to manpower development. (MW)

ED 097 488

CE 002 256

Annual Evaluation Report (Florida Vocational and Technical Education): Fiscal Year 1973.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date Nov 73

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Advisory Committees, \*Annual Reports, Career Education, Demonstration Programs, \*Educational Assessment, Educational Research, Models, Program Effectiveness, Program Evaluation, State Boards of Education, State Legislation, \*State Programs, State School District Relationship, Statistical Data, \*Technical Education, \*Vocational Education

Identifiers—Florida

To report on a large number of wide-ranging vocational and career education programs, the Florida State advisory council utilized the three broad goals developed for such evaluations by the U. S. Office of Education, the National Advisory Council, and an ad hoc committee representing State advisory councils, responding to specific items of inquiry related to the three goals: (1) the State's goals and priorities as set forth in the Fiscal Year 1973 State Plan; (2) the effectiveness with which people and their needs are served; and (3) the extent to which council recommendations have received due consideration. Findings, conclusions, and recommendations related to each item of inquiry are presented. Appended are selected statistical tables representing data gathered by the University of West Florida and utilized by the council in preparing the annual report; information pertaining to three public meetings held by the council during the year, including the concerns expressed by persons in attendance; a position statement relating to the State division of vocational education, supporting its retention; and descriptions of two model K-14 career development education programs. (AJ)

ED 097 489

95

CE 002 257

Trice, Harrison M. Roman, Paul M.

Evaluation of Training: Strategy, Tactics and Problems. Training Information Sources, No. 3. American Society for Training and Development, Madison, Wis.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—49p.

Available from—American Society for Training and Development (ASTD), P. O. Box 5307, Madison, Wisconsin 53705

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Assessment, \*Educational Strategies, \*Evaluation Criteria, \*Evaluation Methods, Literature Reviews, Manpower Development, Organizational Development, Performance Criteria, \*Personnel Evaluation, Trainers, \*Training, Training Objectives

The purpose of the literature review is to outline the basic considerations involved in designing and conducting meaningful evaluation of training efforts in work organizations. First to be examined are basic questions in training evaluation strategy: the barriers to conducting evaluation of training efforts, the reasons for conducting such

evaluation, where and when such evaluation should enter the training process, and who should conduct such evaluation. Following this is a consideration of six approaches whereby evaluative questions may be posed, including an outline of the assumptions of each along with their advantages and disadvantages. The tactics of evaluation of training efforts and the bases for choosing different tactical approaches are two major concerns dealt with. Concluding the document are a discussion of recent trends in training evaluation and a seven-page bibliography. (Author/MW)

ED 097 490

CE 002 258

Fisher, Allan H., Jr. DiSario, Mariha R.

Attitudes of Youth Toward Military Service in a Zero-Draft Environment: Results of a National Survey Conducted in November 1972.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—AFHRL-TR-74-37

Pub Date Feb 74

Note—102p.; For related document see ED 095 394

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Attitudes, Career Opportunities, Career Planning, College Attendance, Employment, Enlisted Men, \*Males, \*Military Service, \*Motivation, \*National Surveys, Salaries, Tables (Data)

Identifiers—All Volunteer Armed Forces

The study, fourth in a series of reports on the attitudes of youth, analyzed the 1972 results of a continuing Department of Defense national survey aimed at studying the enlistment motivation and attitudes toward military service of American youth. A total of 1,924 male youths, aged 16 to 21 years, were interviewed during a period of low draft calls, reduced troop levels in Vietnam, and increased service pay allowances. Topics covered included their willingness to enlist in the active service under a zero-draft condition, to volunteer for active service as officers, and their views on enlistment incentives, service preference, and career objectives. Results varied according to age and educational status, with high school students showing a higher enlistment potential than college students and males not in school. Fully paid college educations provided the greatest enlistment incentive, especially to the 16- and 17-year olds. Bonus options appealed especially to nonwhites. Pay and secure employment were endorsed as the two most important life goals. The present research has not investigated enlistment potential among women; the concept of increased female utilization in the military service deserves additional study. (Author/EA)

ED 097 491

CE 002 259

Fisher, Allan H., Jr. Rigg, Leslie S.

Career Potential of Enrollees in FLC, ROC and AVROC: A Comparison of Surveys Conducted in May 1972 and May 1973.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No.—AFHRL-TR-74-38

Pub Date Nov 73

Note—59p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Armed Forces, Attitudes, \*Career Planning, Data Analysis, Enrollment Influences, Manpower Development, Military Personnel, Military Training, \*Officer Personnel, Program Attitudes, \*Program Evaluation, \*Recruitment, Surveys, Tables (Data), Training, Vocational Development

The consulting report indicates the extent of career motivation among current enrollees in selected off-campus military officer training programs in 1973. The programs studied are the Navy Reserve Officers Candidate (ROC) program, Aviation Reserve Officers Candidate (AVROC) program, and the Marine Corps



**Platoon Leaders Class (PLC) program.** The third in a series, the report presents the results of a comprehensive 1973 Department of Defense survey of enrollment (applicant) potential for college-based military officer training programs. Analysis of the data indicated that most enrollees intended to stay in their programs, and that 30 to 40 percent intended to pursue a military career, while about 50 percent were undecided. Knowledge of financial benefits did not influence career intentions. An appendix offers: a detailed sample size information sheet for off-campus program enrollees, comparability of 1972 and 1973 samples, the 1973 questionnaire, and approximate tests of statistical significance. (MW)

ED 097 492 CE 002 260

U. S. Department of Labor Grants Program for Occupational Information Systems.  
Note—16p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Employment Opportunities, \*Federal Programs, Information Dissemination, Information Services, Occupational Information Identifiers—\*National Occupational Information Service

Objectives of the Department of Labor grants program, program activities, the scope of the program, and the National Occupational Information Service (NOIS), being established in the Manpower Administration, are briefly described. All but three pages consist of Department of Labor announcements of vacancies in NOIS in 1974. (NH)

ED 097 493 CE 002 261

Leporini, Frank N.

**Discipline Related Career Education Program: Three-Year Model for the Quincy [Massachusetts] High School District.**  
Quincy Public Schools, Mass.  
Pub Date Jan 74

Note—46p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Career Education, Educational Objectives, \*Educational Planning, \*Educational Programs, Elementary Grades, \*Models, Post Secondary Education, Secondary Grades, \*Student Centered Curriculum  
Identifiers—\*Massachusetts

This document discusses the Quincy Public Schools' 10 components for a student centered learning system with special reference to career education and with the help of a systems approach chart, an outline of the design for the system, and a career education model. The appendices include a staff development workshop outline and a list of implementation tasks. (NH)

ED 097 494 CE 002 262

**Alcraft Sheet Metal Practices, Blueprint Reading, Sheet Metal Forming and Heat Treating; Sheet Metal Work 2: 9855.04.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Feb 74

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Metal Working Occupations, Post Secondary Education, Secondary Grades, \*Sheet Metal Work, \*Trade and Industrial Education, Vocational Education  
Identifiers—Florida, \*Quinmester Program

This course is designed to familiarize vocational students with construction in sheet metal layout. The document outlines goals, specific block objectives, layout practices, blueprint reading, sheet metal forming (by hand and by machine), and heat treatment of metals, and includes posttest samples. Layout techniques and air foil developing are emphasized. A bibliography is appended. (NH)

ED 097 495 CE 002 263

VOE No. 1, Clerical or Secretarial: Vocational Office Education, Clerical: 7645.02.  
Dade County Public Schools, Miami, Fla.  
Pub Date Jan 74

Note—49p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Business Education, \*Business Skills, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, \*Office Occupations Education, Post Secondary Education, Secondary Grades, Skill Development  
Identifiers—Florida, \*Quinmester Program

This course, which can also be taken as part of the Vocational Office Education, Secretarial Series (7758), is designed to help students acquire the basic skills needed to perform jobs required in most offices. Course content includes goals, specific block objectives, filing, manuscripts, tabulations, an English review, letters and forms, the 10-key adding machine, and shorthand speed-building and transcription. Posttests, assignment sheets, and a bibliography are included. (NH)

ED 097 496 CE 002 264

**Creative Coiffures; Cosmetology 1: 9205.02.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Mar 73

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Cosmetology, Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, Post Secondary Education, Secondary Grades, \*Skill Development, Trade and Industrial Education, \*Vocational Education  
Identifiers—Florida, Hair Dressing, \*Quinmester Program

The course introduces the student to basic and individual styling which is essentially the "heart" of cosmetology. The student becomes aware of the constant changes in hair fashions and is able to meet the challenge of Creative Coiffures. Requiring 135 hours of classroom-laboratory instruction, the course is divided into six instructional blocks. On completion of the course, the student will have an understanding of the skills needed for setting hair with mechanical aids, develop the technique for setting appropriate styles for all facial types, develop skill in hair pressing and in the use of the curling iron. The use of air combs along with hand dryers will be taught. Further development of those skills will be maintained throughout the course, as the student performs these in a shop-like atmosphere on other students and patrons. A bibliography lists basic and supplementary references and periodicals. Sample posttests conclude the course description. (MW)

ED 097 497 CE 002 265

**The Complete Black and White Television Receiver and Introduction to Color; Radio and Television Service—Advanced: 9787.03.**  
Dade County Public Schools, Miami, Fla.  
Pub Date Dec 72

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Electronic Equipment, Job Skills, Post Secondary Education, Secondary Grades, Skill Development, Technical Education, \*Television, \*Video Equipment, Vocational Education  
Identifiers—Florida, \*Quinmester Program

The course described in this pamphlet completes the theory of black and white television and introduces the student to basic color. Course content includes goals, specific block objectives, the cathode-ray tube (electrostatic and electromagnetic control), video IF amplifiers and detectors, sound IF amplifiers and audio detectors, colorimetry, requirements of the composite color signal, and color picture signal. A posttest sample and a bibliography are included. (NH)

ED 097 498 CE 002 266

**Math for Electronics; Industrial Electronics 1: 9323.04.**  
Dade County Public Schools, Miami, Fla.  
Pub Date May 73

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, Electrical Appliance Servicemen, \*Electrical Occupations, \*Electronics, \*Mathematics, Post Secondary Education, Secondary Grades, \*Technical Education  
Identifiers—Florida, \*Quinmester Program

This curriculum guide is designed for the student interested in preparing for vocational electronics and related fields of electricity, emphasizing the mathematics necessary for an indepth study of electronics. Included in the course content are goals, specific block objectives, basic algebra, powers of 10, the slide rule, basic trigonometry related to vector analysis, and logarithms. Posttest samples and a bibliography are included. (NH)

ED 097 499 CE 002 267

Erile, Vicki And Others

**A Guide to Correctional Vocational Training: The First National Sourcebook.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.; New England Resource Center for Occupational Education, Newton, Mass.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jul 73

Grant—OEG-0-4371

Note—433p.

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—Apprenticeships, College Cooperation, \*Correctional Education, \*Correctional Rehabilitation, Distributive Education, \*Guides, Interagency Cooperation, Interinstitutional Cooperation, Off the Job Training, Professional Education, \*Program Descriptions, Rehabilitation Counseling, \*Rehabilitation Programs, Technical Education, Trade and Industrial Education, Vocational Education, Vocational Rehabilitation, Work Experience Programs

The sourcebook is the result of the first major, nationwide research project designed to produce detailed information on how various inmate training programs are implemented, financed, and operated. Most of the book is devoted to reports on individual training programs operating in correctional institutions, or serving inmate-students in outside training facilities. The 66 program descriptions are organized by type into seven chapters: (1) school and college cooperative programs; (2) business and industry cooperative programs; (3) trade union cooperative programs; (4) professional and paraprofessional programs; (5) programs utilizing new approaches in traditional courses; (6) short term and prevocational programs; (7) programs exemplifying a variety of organizational methods. The selection of programs was not random; the programs selected, however, are not intended by the authors to represent the ideal. Each program selected for description met some of the authors' four criteria of replicability, uniqueness, success, and distribution. The variety ranges from programs termed gargantuan to minicourses; from programs in maximum security prisons to programs that send inmates outside the walls; and from welding courses to commercial diving courses. (AJ)

ED 097 500 CE 002 268

Ramsay-Klee, Diane M. Richman, Vivian

**Continuation Studies of the Exploitation of the Narrative Sections of Navy Performance Evaluations for Senior Enlisted Personnel by Means of Content Analysis Techniques. Technical Report No. 3-74.**

R-K Research and System Design, Malibu, Calif. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Jun 74

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Analysis of Variance, Classification, \*Content Analysis, \*Evaluation Methods, \*Indexing, Information Retrieval, \*Information Systems, Methods Research, \*Military Personnel, Performance, Relevance (Information Retrieval), Reliability, Systems Analysis, Tables (Data)

The first task of the study was to develop valid, short-cut methods of indexing the narrative content of evaluation reports that would extract the differentiating information contained in evaluative comments simply, reliably, and with as good classification accuracy as the longer initial procedure. In the second task, the original inter-indexer reliability study was extended to clarify the issue of reliability of the complex, lengthy in-

dexing procedure. Section 2 of the report reexamines the pilot study sample, the cross validation sample, and the generalization sample. Section 3 reviews the original content analysis methodology and includes a description of the two shortcut indexing methods that were devised. In Section 4 the performance of the two shortcut indexing methods in classifying the three experimental samples into correct criterion groups is compared with that of the original lengthy indexing procedure. Section 5 presents the results of the extension of the original inter-indexer reliability study. In Section 6 future areas of investigation are delineated. (Author/MW)

ED 097 501 95 CE 002 269  
A Reading Program Resource Manual For Adult Basic Education.

American Bar Association, Washington, D.C.  
Clearinghouse for Offender Literacy Programs.  
Spons Agency—Maryland State Dept. of Education, Baltimore, Div. of Vocational-Technical Education; Office of Education (DHEW), Washington, D.C.  
Pub Date Jan 74  
Note—215p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Adult Basic Education, \*Adult Reading Programs, Communication Skills, Correctional Rehabilitation, Educational Resources, English (Second Language), Literacy Education, \*Program Descriptions, \*Program Guides, Reading Programs, \*Resource Guides

The resource manual provides information about more than 80 reading programs and systems issued by 40 publishers. Compiled expressly for adult basic education teachers and administrators involved in correctional institutions, it describes only those reading programs intended for adults. Information is offered about commercial programs, community-based adult basic education programs funded by the Office of Education's Right to Read Branch, and volunteer tutoring programs. Each program description includes the following elements: (1) publisher, (2) title, (3) scope, (4) purpose, (5) entry level, (6) readability, (7) designed for, (8) format, (9) record keeping, (10) remediation, (11) supervision, (12) time to complete, (13) validation, (14) cost, and (15) availability. Programs designated as English as a Second Language are coded to facilitate location and an alphabetical list of publishers and addresses is included. Finally, a partial list of users is presented. (MW)

ED 097 502 CE 002 270  
Television Sweep Circuits and Picture Signal Path; Radio and Television Service—Advanced: 9787.02.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Electrical Occupations, Post Secondary Education, Secondary Grades, \*Technical Education, \*Television

Identifiers—Florida, \*Quinmester Program

This course outline is designed to give students a working knowledge of radio and television theory and servicing techniques. Course content includes goals, specific block objectives, resistance-capacitance circuit characteristics, sawtooth generators sawtooth generator control and production of scanning waveforms, deflection systems, composite television signal, sync-pulse separation, amplification and use, R-F tuners, video IF amplifiers and detectors, video amplifiers, and automatic gain control. Posttest samples and a bibliography are included. (NH)

ED 097 503 CE 002 271  
Kintzley, Reed T. Prince, Samuel M. O.

Flextime: A Modified Work Force Scheduling Technique for Selected Headquarters Air Force Logistics Command Organizations.  
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.  
Report No.—AD-778-282  
Pub Date Jan 74

Note—124p.; Master's Thesis  
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-778 282, MF-\$1.45; HC-\$8.75)

Document Not Available from EDRS.

Descriptors—\*Job Satisfaction, Masters Theses, Military Personnel, \*Work Environment, \*Working Hours

Identifiers—\*Flextime Scheduling Technique

The thesis discusses the advantages and disadvantages of one work force scheduling technique—flextime. The authors were interested in determining if a flextime schedule could be put into effect in a governmental organization such as Headquarters Air Force Logistics Command (AFLC). The study objectives were to determine the feasibility, desirability, and specific advantages and disadvantages of putting flextime into effect in selected AFLC organizations. To satisfy objectives, the authors obtained sample data from three sources: an opinion survey for AFLC employees, a structured interview procedure for AFLC managers, and authoritative AFLC leave absence records. From these data, the authors were able to provide statistical and subjective answers to their research questions. The study concluded that flextime would be desirable in terms of socioeconomic, behavioral, attitudinal, productivity, and job satisfaction factors. However, it is not feasible to put flextime into effect at this time because of the legal restrictions of Title 5, U. S. Code, and negotiated union agreements. (NTIS)

ED 097 504 CE 002 272  
Leone, Richard D. And Others

Employability Development Teams and Federal Manpower Programs: A Critical Assessment of the Philadelphia CEP's Experience.

Temple Univ., Philadelphia, Pa. Center for Labor and Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—PB-213-790

Pub Date 23 Nov 72

Note—342p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213 790, MF-\$1.45; no hard copy price given)

Document Not Available from EDRS.

Descriptors—\*Comparative Analysis, Employers, Employment Opportunities, \*Employment Programs, \*Management Systems, Manpower Development, \*Manpower Utilization, Organizational Climate, Personnel Evaluation, \*Program Evaluation, Socioeconomic Status, Surveys

Identifiers—\*Manpower Programs, Manpower Research, Pennsylvania

This report is concerned with the procedures used and the conclusions of an assessment of the impact of employability development teams and the manpower delivery system of Philadelphia's Concentrated Employment Program (CEP). Since teams were not implemented until 1970, it is a comparative analysis of CEP's manpower delivery system in 1969 versus 1970. It assesses the impact of the teams on employers, enrollees, and the operations of CEP. Team members, enrollees, and employers were interviewed. The teams facilitated communication between component parts of the program. Teams improved the program's ability to use assessment information. From an overall point of view, however, teams did not have a positive impact on the enrollees. Teams staffed by personnel who had a more realistic appraisal of the program's and clients' potential, and who preferred a highly structured managerial style, were better than teams manifesting the converse. Teams had no impact on the employer's relationship with CEP. (NTIS)

ED 097 505 CE 002 273  
Standley, L. S. And Others

Electronics Technician Direct Procurement Petty Officer (DPPO) Pilot Program: Phase I.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-778-029; NPRDC-TR-74-20

Pub Date Mar 74

Note—29p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-778 029, MF-\$1.45; HC-\$3.25)

Document Not Available from EDRS.

Descriptors—\*Comparative, Analysis, Costs, \*Educational Programs, \*Electronic Technicians, Expenditure Per Student, \*Job Training, Military Personnel, Program Evaluation, Time Factors (Learning), Training Techniques, Direct Procurement Petty Officer (DPPO) program trainees, who were recruited after they had

acquired technical training in civilian schools (associate or comparable degree in electronics), were compared with regular 'A' school trainees in terms of academic performance, job performance, and cost of training. The DPPO trainees were judged by their immediate supervisors in the fleet to be slightly better than regular trainees in terms of length of time required to learn their job and probable advancement in the Navy. The regular trainees were rated slightly better than the DPPO trainees in ability to use schematics and wiring diagrams. The regular trainees also received slightly higher than average written test scores at Treasure Island. These differences tend to lose their significance, though, in view of the 21 comparisons wherein there was no statistically significant difference in the performance of DPPO and regular trainees. The cost to the Navy of DPPO trainees was lower than that of regular trainees. (NTIS)

ED 097 506 CE 002 274

Semple, Clarence A.

Guidelines for Implementing Training Effectiveness Evaluation. Final Report.

Manned Systems Sciences, Inc., Northridge, Calif.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No.—AD-778-349

Pub Date Apr 74

Note—35p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-778 349; MF-\$2.25, HC-\$3.75)

Document Not Available from EDRS.

Descriptors—Administrator Guides, \*Educational Assessment, Educational Needs, Effective Teaching, \*Evaluation Criteria, Evaluation Methods, Measurement Techniques, \*Methods, Military Training, Program Effectiveness, \*Transfer of Training

The document presents guidelines for planning, implementing, and documenting training effectiveness evaluations. The guidelines are intended to assist researchers in coping with many of the constraints associated with executing empirical research in operational settings. (NTIS)

ED 097 507 CE 002 275

Hair—Curly or Straight; Cosmetology 1: 9205.04.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 73

Note—41p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Cosmetology, Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, Post Secondary Education, Secondary Grades, Skill Development, Trade and Industrial Education, Vocational Education

Identifiers—Florida, Hair Dressing, \*Quinmester Program

Permanent curling and straightening require a thorough understanding of hair. Through diligent study and practice the student prepares for a profitable part of a beauty career. The course requires 135 hours of classroom-laboratory instruction. Those entering must have mastered the skills of shaping and conditioning hair. On completion of the course, the student will have an understanding of hair analysis, shampooing and shaping of hair, and will have learned the different types of cold waving lotions and their effects on various types of hair, as well as developing skill in all cold wave techniques. The student will have learned safe, correct techniques for straightening curly hair using different chemical hair relaxers on all types of hair. A basic textbook and student laboratory manual are used, and the use of films, filmstrips, charts, and other aids augments the instruction. A bibliography listing basic and supplementary references and 23 pages of posttest samples complete the course description. (MW)

ED 097 508 CE 002 276  
Complexion Care; Cosmetology 2: 9207.02.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 73

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—Behavioral Objectives, \*Cosmetology, Course Content, Course Descriptions, \*Curriculum Guides, Performance Criteria, Post Secondary Education, Secondary Grades, Skill Development, Trade and Industrial Education, \*Vocational Education

**Identifiers**—Florida, \*Quinnester Program

Requiring 135 hours of classroom-laboratory instruction, the course develops skill in giving facial treatments including all massage manipulations, along with knowing the purpose of facials and of the anatomy and physiology related to it. The application of make-up for all types of skin and facial features is an integral part of the program. The student will develop skill in arching and tinting eyebrows and eyelashes. Further development of these skills and all skills learned will be maintained as the student performs these skills in a shop-like atmosphere on other students and patrons. A bibliography listing basic and supplementary references and sample posttests complete the course description. (MW)

**ED 097 509** **CE 002 277**  
**The Profitable Business of Cosmetology;**  
**Cosmetology 2: 9207.04.**

Dade County Public Schools, Miami, Fla.  
Pub Date Mar 73

Note—67p.; An Authorized Course of Instruction for the Quinnester Program

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Certification, \*Cosmetology, Course Content, Course Descriptions, \*Curriculum Guides, Management, Performance Criteria, Post Secondary Education, Secondary Grades, Skill Development, State Licensing Boards, State Standards, Tests, Trade and Industrial Education, \*Vocational Education

**Identifiers**—Florida, \*Quinnester Program

The course outline represents the last course presented to the student before he becomes eligible to take the Florida State Board of Cosmetology examination. On completion of the course the student will have an understanding of the factors of beauty salon management, business law and regulations governing a salon, as well as the physical layout and insurance policies covering the salon. Florida law is taught in preparation to taking the Florida examination. Course material is presented to the student in 135 classroom hours. The development of all skills is maintained, and the student must perform these skills on patrons in a shoplike atmosphere. A bibliography lists basic and supplementary references and periodicals. A 50-page appendix offers sample posttests. (MW)

**ED 097 510** **CE 002 278**

**Korim, Andrew S.**  
**Improving Highway Safety Manpower: Traffic Engineering Technician Project at Longview Community College and Community College of Denver. Phase 2. Final Report.**

American Association of Junior Colleges, Washington, D.C.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—PB-231-167  
Pub Date Oct 73

Note—117p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. PB-231 167; MF-\$1.45, HC-\$5.25)

**Document Not Available from EDRS.**

**Descriptors**—Associate Degrees, Community Colleges, Course Content, Course Descriptions, \*Curriculum Development, \*Curriculum Guides, Engineering Technicians, Instructional Materials, Junior Colleges, Manpower Development, \*Post Secondary Education, Tables (Data), \*Technical Education, Traffic Accidents, Traffic Control, \*Traffic Safety

**Identifiers**—\*Traffic Engineering Technicians

In Phase 2, materials on traffic accident investigation were introduced into the curriculum to determine the appropriateness of such materials in preparing traffic engineering technicians. This report gives findings, conclusions, and recommendations based on the testing efforts. The primary conclusion is that the curriculum being tested was adequate to prepare technicians to perform traffic engineering functions. Instructional materials on traffic accident investigation were integrated effectively into the curriculum. The primary recommendation in the report is that

the experiences of the participating colleges should be utilized as a frame of reference by other community and junior colleges in developing and offering associate degree and certificate programs to prepare traffic engineering technicians. The appendices to the report contain an instructor's guide reflecting the experiences of the participating colleges and the suggestions of the instructors who participated in the project. (NTIS)

**ED 097 511** **CE 002 279**

**Feuge, Robert L. And Others**

**Feasibility of Automated Adaptive GCA (Ground Controlled Approach) Controller Training System.**

LOGICON, Inc., San Diego, Calif.

Spons Agency—Naval Training Equipment

Center, Orlando, Fla.

Report No.—AD-778-312

Pub Date Apr 74

Note—87p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-778 312; MF-\$1.45, HC-\$4.75)

**Document Not Available from EDRS.**

**Descriptors**—Audio Equipment, Bibliographies, Flight Training, Laboratory Training, \*Machine Translation, \*Man Machine Systems, Manpower Utilization, \*Speech, \*Systems Analysis, Systems Development, Tables (Data), \*Task Analysis, Technological Advancement, Telecommunication, Training Laboratories, Training Techniques, Verbal Communication

**Identifiers**—Automatic Speech Recognition

An analysis of the conceptual feasibility of using automatic speech recognition and understanding technology in the design of an advanced training system was conducted. The analysis specifically explored application to Ground Controlled Approach (GCA) controller training. A systems engineering approach was followed to determine the feasibility of such a system. Design features were developed including training requirements and constraints. An evaluation of the state-of-the-art of speech understanding systems was conducted. The results of the study indicate that the technology for automatic speech recognition and understanding is adequate to warrant design and construction of a feasibility demonstration model for the precision approach radar (PAR) phases of GCA controller training. (NTIS)

**ED 097 512** **CE 002 280**

**Shipp, Robert E.**

**Developing Job Sheets and Related Aids for Individualized Instruction in the Machine Shop.**

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Note—422p.; Part of page 58, section 4, is illegible

**EDRS Price MF-\$0.75 HC-\$19.90 PLUS POSTAGE**

**Descriptors**—\*Hand Tools, Individual Activities, \*Individualized Instruction, \*Industrial Arts, \*Instructional Materials, \*Machine Tools, School Shops

**Identifiers**—\*Machine Shop

The document is divided according to the four different kinds of sheets presented. The first section contains assignment sheets on 28 machine shop topics and supplementary transparencies. Included in the information presented is the title of the sheet, the unit and occupation to which it applies, the objective, reference for information, directions, and a list of questions. The second section contains sheets on related information, usually dealing with tools or procedures for their use. Twenty-five topics are covered with title, unit, occupation, objective, references, an introduction, and information specified for each sheet. Operation sheets are in section 3; seven operations are included specifying title, unit, occupation, objective, introduction, reference, and procedure for each. The final section contains job sheets for 25 tools used in machine shop. In this section, the title, unit, occupation, objective, information, specifications, materials, tools and equipment, and procedures are outlined. A cross-index is provided, keyed to the job sheets, for relating the job, assignment, operation, and information sheets to each other. (AG)

**ED 097 513** **95** **CE 002 281**

**C.A.S.E.S. [Career Awareness for Secondary and Elementary Students] Testing Instrument: Final Report.**

Sioux Falls Public Schools, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V261001L

Pub Date May 73

Grant—OEG-0-72-1103

Note—37p.; For related document see CE 002 306

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Career Awareness, Career Choice, \*Career Education, \*Educational Research, Elementary Grades, Secondary Grades, \*Test Construction, Testing, \*Test Interpretation, Test Results, \*Tests

This report on the Career Awareness for Secondary and Elementary Students (CASES) project describes the purpose and need for the testing instrument and the research and development stages of its preparation, and offers an analysis of findings. The test results are presented diagrammatically and discussed. Conclusions reached included: (1) the testing instrument indicated that students in the experimental group gained more career awareness information than those in control groups; (2) the slides contained in the testing instrument produced various degrees of confusion among students; and (3) the answer sheet required an excess amount of time to correct. Appendixes list the slides, student reactions to the slides, and posttest results. (NH)

**ED 097 514** **CE 002 282**

**Good, James E.**

**Implications for Industrial Arts in Career Education. A Review of the Information in the Ad Hoc Committee's Guidelines Bulletin.**

Pub Date 2 Dec 73

Note—12p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, Georgia, December 1973). For the Guidelines Bulletin see CE 002 283

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Curriculum Development, Educational Objectives, Guidance, \*Guidelines, \*Industrial Arts, Industrial Education, Professional Education, \*Program Development, Speeches, Student Role

The three broad goals of career education—learning to live, learning to learn, and learning to make a living—should be integrated into a lifelong educational process for the prime purpose of assisting every individual to become a fully capacitated, self-motivated, self-fulfilled, contributing member of society. The "guidelines" consider the role of industrial education, basic skills, goals, and many other topics such as scope and sequence, occupational/socioeconomic information, guidance and counseling, life-related experiences, student organizations, advisory committees, and professional development. Program assessment, curriculum development, and program implementation are also reviewed in the "guidelines," which should be helpful in improving industrial arts programs. Many program changes are implied, and no doubt some will not materialize. However, the role of industrial arts is vital in the career education thrust. Industrial arts educators have an obligation to fulfill this commitment and should be willing to be held accountable accordingly. (Author/NH)

**ED 097 515** **CE 002 284**

**Handi-Book on Career Development.**

Central Michigan Educational Resources Council,

Mount Pleasant.

Pub Date 74

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Career Education, \*Career Planning, \*Instructional Materials, \*Resource Materials, State Programs, \*Teacher Developed Materials, Teacher Improvement

**Identifiers**—Michigan

The handbook, developed as a classroom project by graduate students at Central Michigan University, is offered as a resource tool rather than a "how to do it" book and aims to provide assistance to career development oriented



teachers. Student and teacher behavioral objectives, a brief history of career development, and a description of Michigan's career development program are discussed. Current periodical articles related to career development are annotated, and information regarding national agencies and programs concerned about career development is offered. Descriptions of available career development instructional packages are scattered throughout the booklet. A five-page list of various career development reference materials is included in the document. (MW)

ED 097 516 CE 002 285

Urban, Stanley J., Ed. Tsuji, Thomas, Ed.  
The Special Needs Student in Vocational Education: Selected Readings.

Pub Date 74

Note—300p.

Available from—MSS Information Corporation,  
655 Madison Avenue, New York, New York  
10021 (\$7.50)

Document Not Available from EDRS.

Descriptors—Anthologies, Career Education, Curriculum Development, \*Disadvantaged Youth, Educational Legislation, Educational Philosophy, Educational Research, Educational Resources, Exceptional Child Education, \*Handicapped Students, Instructional Materials, Program Descriptions, \*Resource Materials, \*Special Education, Teacher Education, Teaching Methods, \*Vocational Education

The book is a collection of readings about special needs children in vocational education. The volume has been prepared as a sourcebook for courses concerned with the preparation of special needs teachers, for teacher educators interested in understanding more about handicapped and disadvantaged students and the competencies needed by those who teach them, and for the current or potential vocational educator who has little background in the education of the handicapped or disadvantaged. The volume focuses on ideas and issues related to the general problem of delivering special educational services; the role of law in assuring that the special needs child receives vocational training; handicapped and disadvantaged children in vocational education; career education and the child with special needs; the importance of proper personnel in implementing programs; and the importance of understanding sources of assistance. Articles are drawn from a wide variety of sources; some are empirical while others are simply descriptive. Articles offering opposed viewpoints are placed back to back, to illustrate the editors' stand that there is no one best way to provide for special needs. (Author/AJ)

ED 097 517 CE 002 287

Aircraft Sheet Metal General Repairs; Sheet Metal Work 3: 9857.01.

Dade County Public Schools, Miami, Fla.

1b Date Apr 73

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aviation Mechanics, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Grade 12, Job Skills, \*Metal Working Occupations, Secondary Grades, \*Sheet Metal Work, Shop Curriculum, Skill Development, \*Trade and Industrial Education, Vocational Education, Welding

Identifiers—\*Quinmester Program

The outline will serve as a guide to the high school student interested in the field of sheet metal work. Intended for the 12th grade level, the course is organized into three instructional blocks: (1) general repairs, (2) line maintenance, (3) brazing and soldering, followed by a posttest. The advanced course is 135 hours in length and offers instruction in sheet metal techniques in manufacturing and repairing miscellaneous parts for aircraft and shop equipment. A bibliography lists basic and supplementary reference materials and films. A posttest sample concludes the course description. (MW)

ED 097 518 CE 002 288

Aircraft Assembly, Riveting and Surface Repair 1; Sheet Metal Work 2: 9855.02.

Dade County Public Schools, Miami, Fla.

Pub Date Apr 73

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aviation Mechanics, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Grade 11, Industrial Arts, Job Skills, Machine Tools, \*Metal Working Occupations, Secondary Grades, \*Sheet Metal Work, Shop Curriculum, Skill Development, \*Trade and Industrial Education, Vocational Education

Identifiers—\*Quinmester Program

The course outline will serve as a guide to the 11th grade student interested in sheet metal occupations. The course, 135 hours in length, covers the basic techniques of cutting and trimming, drilling and hole preparation of metals. Lecture and demonstration techniques are to be utilized, with emphasis on the use of visual aids, mock-ups, cut-aways, transparencies, color slides, films, and manipulative shop practice. A bibliography lists references, manuals, and other instructional materials. A posttest sample concludes the course description. (MW)

ED 097 519 CE 002 289

Aircraft Sheet Metal Practices; Sheet Metal Work 2: 9855.01.

Dade County Public Schools, Miami, Fla.

Pub Date Apr 73

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aviation Mechanics, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Grade 11, Industrial Arts, Job Skills, Machine Tools, \*Metal Working Occupations, Secondary Grades, \*Sheet Metal Work, Shop Curriculum, Skill Development, \*Trade and Industrial Education, Vocational Education

Identifiers—\*Quinmester Program

The course outline will serve as a guide to the 11th grade student interested in sheet metal occupations. Requiring 135 clock hours, the basic course covers orientation and techniques in aircraft sheet metal. Emphasis will be placed on the proper use of tools and machines, safety, fabrication methods, aircraft materials, basic layout, and special fasteners. Teaching methods include lecture and demonstration techniques such as visual aids, mock-ups, cut-aways, transparencies, color slides, films, and manipulative shop practice. A bibliography lists reference books, manuals, and other instructional materials. A posttest sample concludes the curriculum guide. (MW)

ED 097 520 CE 002 290

The Color TV; Radio and Television Service 3: 9787.04.

Dade County Public Schools, Miami, Fla.

Pub Date Jun 73

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Color Television, Course Content, Course Descriptions, \*Curriculum Guides, Job Skills, Media Technology, Secondary Grades, Shop Curriculum, Skill Development, Skilled Workers, \*Television Repairmen, \*Trade and Industrial Education, Vocational Education

Identifiers—\*Quinmester Program

The 135 hour course is the terminus of the series of radio and television service courses. The basic course includes a study of color signal demodulation and matrix circuits, the color-picture tube, alignment and trouble shooting of a color television receiver. Laboratory experiments and live production work on color television receivers supplement the related text material. Students learn the required skills and develop closer attention to detail and accuracy along with capacity to judge variations in performance which tend to limit degree of perfection attainable in the color TV picture. The bibliography lists basic and supplementary references, periodicals, and audiovisual aids. Sample posttests conclude the curriculum guide. (MW)

ED 097 521 CE 002 291

Basic Gas Welding; Welding 3: 9947.01.

Dade County Public Schools, Miami, Fla.

Pub Date May 73

Note—48p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Construction (Process), Course Content, Course Descriptions, \*Curriculum Guides, Job Skills, Machine Tools, \*Metal Working Occupations, \*Resource Materials, Secondary Grades, Shop Curriculum, Skill Development, Skilled Occupations, Tests, \*Trade and Industrial Education, Vocational Education, \*Welding

Identifiers—\*Quinmester Program

The 135 hour course is designed to help the student become proficient in the technical and manipulative skills necessary to enter the various fields of industry and manufacturing. The necessary requirement for entering this course is the desire to use the acquired ability as a trade, in conjunction with another trade, or as background material for further schooling or in technical writing or welding engineering. It is a foundation course for oxy-acetylene welding and cutting and instructs the student in safety, practical applications, theory, and materials and tools used in the welding shop. Also included is instruction in light and heavy gauge metal and groove and fillet welding. A bibliography lists basic, supplementary, and technical references and audiovisual aids. Twenty-five pages of sample posttests conclude the curriculum guide. (MW)

ED 097 522 CE 002 293

Room Air Conditioners; Appliance Repair—Advanced: 9027.04.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Air Conditioning, \*Air Conditioning Equipment, Behavioral Objectives, Course Content, \*Curriculum Guides, Post Secondary Education, Refrigeration, \*Refrigeration Mechanics, Secondary Grades, \*Technical Education

Identifiers—\*Quinmester Program

This Quinmester course includes installations, electrical and mechanical servicing, reverse cycle air conditioning, malfunctions, troubleshooting and repair, discharge, pump down, and recharging the system. The course may be taught as a two or three Quinmester credit course. In each instance the course consists of six instructional blocks: orientation, room air conditioner cycles, room air conditioning components, service procedures, load calculating and testing, and a Quinmester posttest. A prerequisite to this course is "Domestic Refrigeration." Included in the document are the course goals, an outline of the specific block objectives and course content, and a list of audiovisual materials. Appended to the document are sample Quinmester posttests. (Author/BP)

ED 097 523 CE 002 294

Shaping and Conditioning Hair; Cosmetology 1: 9205.03.

Dade County Public Schools, Miami, Fla.

Pub Date Jun 73

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Cosmetology, Course Content, \*Curriculum Guides, Post Secondary Education, Secondary Grades, Skill Development, Trade and Industrial Education, \*Vocational Education

Identifiers—\*Quinmester Program

This Quinmester course is presented in 135 clock hours of classroom laboratory instruction which are broken down into five blocks of instruction (basic hair shaping, hair shaping for current styles, scalp and hair treatment, development of manipulative skills, and Quinmester posttests). Upon completion of this course, the student will have an understanding of basic hair cutting and shaping, as well as the knowledge of hair structure. The student will be capable of recognizing scalp and hair problems and will have the ability to treat each problem. The guide includes course goals, an outline of specific block objectives, a course outline, and 12-item bibliography. An 18-page appendix of sample Quinmester posttests are offered. (Author/BP)

ED 097 524 CE 002 295

Color Technology; Cosmetology 1: 9205.05.



Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—40p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Behavioral Objectives, \*Cosmetology, Course Content, \*Curriculum Guides, Performance Criteria, Post Secondary Education, Secondary Grades, Skill Development, \*Trade and Industrial Education, \*Vocational Education

Identifiers—\*Quinmester Program

This course introduces the cosmetology student to the theory and related application of hair color technology, covering the different types of tints and bleaches and their effects on all types of hair. Prior to entry into this course, the student will display mastery of the skills indicated in the course "Hair-Cut or Straight." The course material is presented to the student in 225 hours of classroom laboratory instruction and is divided into eight blocks of instruction (hair coloring, hair lightening, methods of hair lightening, toners on prelightened hair, special effects with color, tint removal, development of manipulative skills, and Quinmester posttests). Included are the course objectives, the specific block objectives, a course outline, and a 14-item bibliography. One half of the document is devoted to an appendix of Quinmester posttest samples. (Author/BP)

ED 097 525 CE 002 296

Wigology; Cosmetology 2: 9207.03.

Dade County Public Schools, Miami, Fla.

Pub Date Jun 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Behavioral Objectives, \*Cosmetology, Course Content, \*Curriculum Guides, Performance Criteria, Post Secondary Education, Secondary Grades, Skill Development, Trade and Industrial Education, \*Vocational Education

Identifiers—\*Quinmester Program

The current wig trend has expanded the creative and lucrative field of cosmetology. This Quinmester enriches the student's training and prepares him/her for every phase of wigology. The course material is presented to the student in 135 hours of classroom laboratory instruction and is divided into eight blocks of instruction (wig and hairpieces, types of wigs, fitting wigs, wig shaping and coloring, wig cleaning and conditioning, styling wigs, hairpieces, development of manipulative skills, and Quinmester posttests). A prerequisite to be completed is a course on Complex Care. The document also includes course goals, and outline of the specific block objectives, a course outline, and a 15-item bibliography. An appendix of Quinmester posttests is included. (Author/BP)

ED 097 526 CE 002 297

Unique Values of Cooperative Office Work Experience. Bulletin No. 202.

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date Mar 74

Note—52p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Business Education, Clerical Workers, \*Cooperative Education, \*Cooperative Programs, Office Occupations, \*Office Occupations Education, Office Practice, Planning, Program Development, School Industry Relationship, Secondary Grades, \*Work Experience Programs

Identifiers—New York

The bulletin defines cooperative office work experience as an educational program, involving a working relationship between the school and the employer, which prepares students for selected office occupations. The benefits of providing work experience for students while still in high school and suggestions for implementing such programs are outlined. The greater part of the document consists of an overview of cooperative office education programs in selected school systems in New York State, with comments from the standpoint of students, businessmen, and teacher-coordinators. The programs described in detail are: cooperative work study in the Syracuse Public Schools; cooperative education in New York City; office skills at Newburgh Free Academy.

my, Kingston High School, and Patchogue-Medford High School; work experience at the Rockland Area Occupational Center, the Greece Central School District, and Northport High School in cooperation with the Veterans Administration Hospital. Advice on the development of a training agreement and training plan, and details concerning employment regulations conclude the bulletin. (NH)

ED 097 527 CE 002 298

Carlson, Norman A.

[Innovative Programs at the Federal Youth Correctional Center, Pleasanton, California].

Pub Date 19 Jul 74

Note—15p.; Speech given at dedication ceremony of Federal Youth Center, California

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Building Innovation, Change Strategies, \*Coeducation, \*Correctional Education, Correctional Rehabilitation, Corrective Institutions, \*Delinquent Rehabilitation, \*Federal Programs, Innovation, Institutional Environment, Institutional Facilities, \*Institutional Role, Program Development, Rehabilitation Programs

Identifiers—CoCorrections Program

The new Federal Youth Center in Pleasanton, California is attempting to pioneer in successful ways of correcting offenders. Constructed at a cost of five and one half million dollars, the correctional institution offers many innovative programs. As part of the Federal Bureau of Prisons building program, three objectives are to be kept in mind: (1) to reduce critical overcrowding resulting from the substantial increase in commitments from Federal courts, (2) to provide smaller institutions with environments designed to facilitate correctional programs and meet the human need for privacy and dignity, and (3) to eventually replace our large antiquated penitentiaries. Past changes with positive effects will be retained. These programs include vocational and academic training, industrial training, work and study release, college-level courses, and a wide range of intensive counseling. One innovative program at Pleasanton will be its cocorrections program, an opportunity for male and female offenders to work together—a major step toward normalization. The Functional Unit Concept will utilize small housing areas handling 600 or fewer inmates. Each of these functional units has its own resident staff. These programs attempt to resolve the problems inherent in larger facilities and more successfully deal with rehabilitative needs of the young offender. (MW)

ED 097 528 CE 002 299

Schneider, Benjamin

Organizational Climate: Individual Preferences and Organizational Realities Revisited. Research Report No. 9.

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Jul 74

Note—23p.; For related documents see CE 002 300-304

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Employee Attitudes, Employer Employee Relationship, Expectation, \*Goodness of Fit, Individual Needs, Insurance Companies, \*Organizational Climate, \*Predictive Validity, \*Success Factors

Identifiers—Individual Preferences

In considering the success outcomes associated with a new life insurance agent entering an agency which fits his climate expectations and preferences, data were compiled from 914 of a possible 1,125 respondents. The agents completed an Agency Climate Questionnaire (ACQ) on managerial support, managerial structure, new employee concern, intra-agency conflict, agent independence, and general satisfaction. The fit between the expectations and preferences and the realities of the climate of the agencies was correlated with new agent success (tenure and sales) one year after hire. The correlations were essentially zero. It was concluded that the degree of fit of a new agent to his agency did not predict success. The practice of informing a person what to expect on a job or in a job situation appears to enhance the person's probability of success only when the organization is a basically positive one to begin with. (A 32-item list of references is included.) (AG)

ED 097 529 CE 002 300

Schneider, Benjamin

How Do Your Climates Show? Let Us Count Some Ways. Research Report No. 8.

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Jul 74

Note—33p.; For related documents see CE 002 299-304

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Employee Attitudes, Employees, \*Employer Employee Relationship, Job Tenure, \*Organizational Climate, Organizational Development, \*Organizational Theories, Personnel Selection, Rewards, Role Perception

Some "hidden" consequences of an organization's goals, practices, and procedures on the climates created for employees were reviewed, beginning with an exploration of some potential impacts of a lack of fit between goals and means to obtain goals on climate and eventual employee behavior, referring particularly to differences between product- and service-intensive industries. Implications the climates an organization creates for its employees were examined with respect to the attraction and retention of employees. Finally, the kinds of organizational climates created for the reward and support of individual differences in ability and personality were discussed with reference to the predictability of employee performance. It was concluded that organizations must take a broad systems approach to thinking about the intended and unintended effects of chosen goals and the implementation of practices and procedures since the climates created by them will be demonstrated in many ways: attracting employees, employee behavior, dictating orientation, and determining success or failure. (Author/AG)

ED 097 530 CE 002 301

Schneider, Benjamin

Conceptualizing Organizational Climates. Research Report No. 7.

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date May 74

Note—71p.; For related documents, see CE 002 299-304

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—Affective Behavior, \*Concept Formation, Employer Employee Relationship, Individual Differences, \*Job Satisfaction, \*Organizational Climate, \*Organizational Theories, Systems Concepts

Identifiers—Functionalism, Gestalt Psychology, \*Psychological Theories, Structuralism

Part 1 of this paper presents some logical and conceptual distinctions between job satisfaction and organizational climate, the former being viewed as micro, evaluative, individual perceptions of personal events and experiences the latter as macro, relatively descriptive, organizational level perceptions that are abstractions of organizational practices and procedures. Part 2 proposes a formal definition of climate as meaningful perceptions (concepts) people share and which function to help adapt people to their organization. The Structuralism, Functionalism, and Gestalt schools of psychology were each reviewed, and the implications of each school were indicated for the definition of climate and climate research methods and theory. Perhaps the most interesting "finding" was a hypothesis derived from Functionalism on the impact of an organization's "climate for individual differences" on individual attribute-individual performance relationships. Some conditions leading to a "climate for individual differences" in which individual differences in performance should be predictable were identified. (A 10-page list of references is included.) (Author)

ED 097 531 CE 002 302

Schneider, Benjamin  
Organizational Type, Organizational Success, and  
the Prediction of Individual Performance.  
Research Report No. 6.  
Maryland Univ., College Park. Dept. of Psychol-  
ogy.

Spons Agency—Office of Naval Research,  
Washington, D.C. Personnel and Training  
Research Programs Office.

Pub Date May 74  
Note—65p.; For related documents, see CE 002  
299-304

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrator Attitudes, \*Cluster  
Grouping, Employee Attitudes, \*Employer Em-  
ployee Relationship, Insurance Companies, \*  
Organization, \*Organizational Climate, \*Or-  
ganizational Theories, Perception, Personnel  
Selection, Taxonomy  
Identifiers—Individual Performance

The benefits of clustering organizations into  
types were discussed, and a method for clustering  
life insurance agencies by climate profiles was  
presented. Clusters of life insurance agencies  
were identified on the basis of manager, assistant  
manager, and already-employed ("old") agents'  
climate perceptions. Agency success, including  
production of old agents, production ranking of  
agencies, and success probability (turnover and  
production) of newly contracted agents were ex-  
amined in the different clusters. The effects of  
climate as a moderator of new agent aptitude-  
new agent performance relationships were also  
explored. For each agency success variable and in  
the moderator variable analyses, some differences  
between agency clusters were found. Implications  
of these results for a taxonomic approach to  
defining organizations, for research on organiza-  
tional climate and for personnel selection prac-  
tices were discussed. (A five-page list of  
references is included.) (Author)

ED 097 532 CE 002 303

Schneider, Benjamin Synder, Robert A.  
Some Relationships Among and Between Measures  
of Employee Perceptions and Other Indices of  
Organizational Effectiveness. Research Report  
No. 5.

Maryland Univ., College Park. Dept. of Psychol-  
ogy.

Spons Agency—Office of Naval Research,  
Washington, D.C. Personnel and Training  
Research Programs Office.

Pub Date May 74  
Note—49p.; For related documents, see CE 002  
299-304

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Employee Attitudes, Employer Em-  
ployee Relationship, Insurance Companies, \*  
Job Satisfaction, \*Organizational Climate,  
\*Organizational Effectiveness, Organization  
Size (Groups), Perception, Relationship  
Relationships among two measures of job  
satisfaction and one of organizational climate,  
among seven production and turnover indices of  
organizational effectiveness, and between the two  
sets of measures were investigated in 50 life in-  
surance agencies (N=522). It was shown that: (1)  
climate and satisfaction measures are correlated  
for some people but not for others; (2) people  
agree more on the climate of their agency than  
they do on their satisfaction; (3) production and  
retention are uncorrelated but size is positively  
related to the former and negatively related to  
the latter; (4) ratings of agency effectiveness are  
highly related to gross agency size; and (5)  
satisfaction, but not climate, is correlated with  
retention. Implications of these data for research  
on climate and satisfaction as well as organizational  
change are discussed. (Author)

ED 097 533 CE 002 304

Dachler, H. Peter  
Work Motivation and the Concept of Organiza-  
tional Climate. Research Report No. 4.  
Maryland Univ., College Park. Dept. of Psychol-  
ogy.

Spons Agency—Office of Naval Research,  
Washington, D.C. Personnel and Training  
Research Programs Office.

Pub Date May 74  
Note—20p.; For related documents, see CE 002  
299-303

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior, Concept Formation, In-  
dividual Characteristics, \*Interaction, Litera-  
ture Reviews, \*Motivation, \*Organizational Cli-  
mate, Organizational Theories, Relationship,  
\*Work Attitudes, Work Environment  
Identifiers—Organizational Behavior

Although the hypothesis that behavior is a  
function of the person in interaction with his en-  
vironment is a very old one, an overview of cur-  
rent theory and research on work motivation and  
job satisfaction reveals an emphasis on either one  
or the other sets of variables, at the expense of  
investigating systematically the interaction  
between personal and environmental variables.  
The literature on the concept of organizational  
climate and its relationship to organizational  
behavior is briefly reviewed in an attempt to find  
a framework within which the interaction  
hypothesis can be systematically investigated. The  
lack of specific conceptualization concerning or-  
ganizational climate and the multitude of noncom-  
parable operational definitions of organizational  
climate is noted. The paper argues that this state  
of affairs makes the climate concept untractable  
and greatly distracts from the potential that this  
concept has for clarifying the study of the in-  
teraction hypothesis. It is suggested that the re-  
latively explicitly stated expectancy models of  
motivation might not only help to provide con-  
ceptual clarity to the concept of organizational  
climate, but might also provide a framework  
within which the person-environment interaction  
hypothesis can be investigated. Such an approach  
should also increase our understanding of the  
work motivation process. (Author)

ED 097 534 CE 002 305

Weiss, Robert L. Swearingen, Roger V.  
Chalrde Psychology in Patient Education. A Self-  
Instruction Course.

National Institutes of Health (DHEW), Bethesda,  
Md.; Public Health Service (DHEW), Arlington,  
Va.

Pub Date 73  
Note—204p.

Available from—Superintendent of Documents,  
U. S. Government Printing Office, Washington,  
D. C. 20402 (\$1.95)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Attitudes, Dental Assistants,  
\*Dental Health, Dental Hygienists, \*Dentists,  
Educational Principles, Educational Psychology,  
Emotional Experience, Goal Orientation,  
Individual Differences, \*Learning Processes,  
Motivation, Needs, \*Patients (Persons), \*Pro-  
grammed Instruction, Programmed Materials, Pro-  
grammed Texts, Self Evaluation

The self-instructional course in patient educa-  
tion has been prepared for the practicing dentist;  
however, dental hygiene and dental assisting stu-  
dents also may find the information useful. Section  
1 explores steps within the educational  
process and relationships to learning factors, in-  
dividual needs, motivation, goal orientation,  
psychological characteristics, educational prin-  
ciples, and self-evaluation techniques. Section 2  
deals with factors relating to the patient's capac-  
ity to learn such as: individual differences and  
backgrounds, attitudes towards learning, and  
emotional atmosphere. (EA)

ED 097 535 95 CE 002 306

Shelver, Janet  
Self Awareness Test Instrument. Final Report.  
Sioux Falls Public Schools, S. Dak.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Bureau No.—V261001L

Pub Date Jul 73  
Grant—OEG-0-72-1103  
Note—34p.; For related document see CE 002  
281

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Educa-  
tion, Comparative Analysis, \*Elementary  
Grades, \*Self Concept, \*Self Concept Tests,  
Test Results

Identifiers—Pictorial Self Concept Scale for Chil-  
dren, Self Esteem Inventory

The final report of the Sioux Falls, South  
Dakota elementary project in career awareness  
and self-awareness analyzes the results of pre-  
and posttesting for grades 1-6, for experimental  
and control groups, and for males and females  
within individual classrooms. Three experimental  
and three control classes were identified in each

of two elementary schools. The testing instrument  
for grades 1-3 was the "Pictorial Self-Concept  
Scale for Children in K-4," while the Self-Esteem  
Inventory was selected as the instrument for  
grades 4-6. The elementary project was  
developed on the concept that career awareness  
is related to the total development of the in-  
dividual. Teachers of both experimental and con-  
trol groups were all highly oriented toward help-  
ing students develop a positive self-concept; how-  
ever, teachers of control classes were not pro-  
vided with planned project activities. Results of  
pre- and posttesting indicate greater positive  
change in feelings about self for the experimental  
groups. Future recommendations were to: con-  
tinue the self-awareness program for elementary  
students, provide adequate materials for teachers,  
provide the services of an elementary counselor,  
and arrange for inservice programs for teachers.  
The document contains 13 pages of supportive  
graphs and tables. (EA)

ED 097 536 CE 002 307

Glickman, Albert S. Brown, Zenia H.  
Changing Schedules of Work; Patterns and Impli-  
cations.

American Institutes for Research in the  
Behavioral Sciences, Silver Spring, Md.; Up-  
john (W.E.) Inst. for Employment Research,  
Kalamazoo, Mich.

Spons Agency—Manpower Administration  
(DOL), Washington, D.C.

Pub Date Jan 74  
Note—108p.

Available from—The W. E. Upjohn Institute For  
Employment Research, 300 South Westledge  
Avenue, Kalamazoo, Michigan 49007 (\$2.50)

EDRS Price MF-\$0.75 HC-\$3.40 PLUS POSTAGE

Descriptors—Change Strategies, Changing At-  
titudes, \*Economic Research, Employment Pat-  
terns, Employment Trends, \*Flexible  
Schedules, Flexible Scheduling, Futures (of  
Society), Innovation, \*Leisure Time, Man-  
power Utilization, Research Needs, Social  
Change, Social Problems, Time Blocks, Trend  
Analysis, Work Attitudes, \*Working Hours

Implications of innovative experiments with  
changes in the standard 40-hour workweek are  
dealt with in the study, which is a shorter version  
of a comprehensive report on changing work  
schedules prepared by the American Institute for  
Research. Varying patterns of two general types  
of workweeks are presented: (1) the compact  
workweek which may be compressed, for exam-  
ple, into four 10-hour days; and (2) the flexible  
workweek in which the employee has latitude in  
scheduling work time to meet the standard  
weekly requirement. Information is given about  
various administrative experiments in work  
scheduling. Given primary attention are the vari-  
ous kinds and degrees of impact that alternative  
schedules of work can have on human per-  
formance, social processes and organization, and  
the quality of life. Such alternatives may require  
that social-political systems develop means for  
greater control of free-time activities to ensure  
equity. Particular attention is given to the social  
and psychological adjustments required as a  
result of the trend discerned by the researchers,  
who offer guidance to those involved in anticipat-  
ing and preparing for the foreseen changes.  
(Author/AJ)

ED 097 537 CE 002 308

Jordan, Jimmie L.  
An Assessment of Adult Basic Education in Shelby  
County, Tennessee.

Shelby County Board of Education, Memphis,  
Tenn.

Pub Date Dec 73  
Note—63p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Adult Basic Education, Data Col-  
lection, Educational Attitudes, Educational  
Research, \*Program Attitudes, \*Program  
Evaluation, Questionnaires, Student Attitudes,  
Student Teacher Relationship, Surveys,  
Teacher Attitudes  
Identifiers—Tennessee

This report of an exploratory study of Adult  
Basic Education (ABE) gives a brief summary of  
background and methodology and represents  
findings about students and teachers in Shelby  
County, Tennessee. For the students 41 findings  
are reported relating to age, sex, race, marital

status, years of schooling completed, employment, income, life style, reasons for enrollment, problems, and reactions to the program. For the teachers 65 findings are reported relating to age, sex, race, education, teaching experience, experience with and reactions to the ABE program, and their feelings as to the areas in which the program was successful in helping the students. Problems encountered in conducting the study made drawing conclusions difficult. Comments are offered with respect to several ways of improving the conduct of future studies; improving student-teacher relationships; assistance for teachers, both preservice and on-the-job; a followup of dropouts; and vocational choices of students. The results of the student and teacher questionnaires are tabulated as percentages in two appendices to provide support for the statements in the report. The questionnaires are also included. (SA)

ED 097 538 CE 002 309

Loeffler, Gordon

Introduction to Production Technology. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—20p.; For the other learning activity packages in this series see CE 002 311-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, Course Content, Course Descriptions, \*Curriculum Guides, Instructional Materials, Junior High Schools, \*Manufacturing Industry, \*Production Techniques, Secondary Grades, \*Technical Education, Technology, \*Trade and Industrial Education

Identifiers—Wisconsin  
The intent of this field tested instructional package is to acquaint the student with the methods and processes used in the production of goods. Defining behavioral objectives, the course description includes media guide, suggested classroom activities, and sample student evaluation forms as well as the basic information section. The course defines production technology and offers an explanation of the five stages of production. Also included are descriptions of the production practices of pre-processing, processing, and post-processing. (Author/MW)

ED 097 539 CE 002 310

Ritz, John M.

Developing Instructional Materials to Aid in Implementing the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Final Report.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date 30 Jun 74

Note—53p.; For the learning activity packages in this series see CE 002 309-323

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Curriculum Development, Curriculum Guides, Curriculum Planning, Curriculum Research, \*Industrial Education, Instructional Materials, Junior High Schools, \*Material Development, Program Development, Secondary Grades, \*State Curriculum Guides, Tables (Data), Trade and Industrial Education

Identifiers—\*Learning Activity Package, Wisconsin

The primary purpose of the study was to develop, test, revise, and publish instructional materials which would aid in the implementations of "The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12". A major task was the development of illustrative instructional materials which would make the classroom teachers' work more effective and improve Wisconsin's industrial education program. Methods and procedures are treated in chapter 2 and include material development, population selection, and research instrument development. Chapter 3 reports the project results: identifying

and implementing prevocational and capstone applications, designing a model and developing related instructional materials, and field testing, revising, publishing, distributing, and utilizing the materials. Appendix materials include abstracts describing 14 guide implementation materials that have been field tested, abstracts describing 14 that were not field tested, and a form for educator's evaluation of the materials developed to implement the guide survey. (MW)

ED 097 540 CE 002 311

Ritz, John M.

Overview of Marketing and Distribution. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—24p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, Course Content, Course Descriptions, \*Curriculum Guides, Distributive Education, Instructional Materials, Junior High Schools, \*Manufacturing Industry, \*Marketing, \*Merchandising, Production Techniques, Secondary Grades, Technical Education, \*Trade and Industrial Education

Identifiers—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to familiarize the student with the marketing and distribution element of industry and its function in the production of goods and services. Defining behavioral objectives, the course description offers a media guide, suggested classroom activities, and sample student evaluation forms as well as the basic information section. The package deals with the product from the time it leaves the manufacturer until it reaches the consumer, including analysis (Market research), advertising, transportation, storage, and sales. (Author/MW)

ED 097 541 CE 002 312

Ritz, John M.

Interviewing for a Job. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—20p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, Course Content, Course Descriptions, \*Curriculum Guides, \*Employment Interviews, Industrial Structure, Instructional Materials, Job Application, Junior High Schools, \*Management, \*Managerial Occupations, \*Manufacturing Industry, Personnel Selection, Secondary Grades, Trade and Industrial Education

Identifiers—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to provide the student with an overview of the management element of industry and how it relates to the duties of a shop foreman. Defining behavioral objectives, the course description includes an information section, classroom activities, sample job application forms, and student evaluation materials. A major portion of the course outline deals with candidates for shop maintenance related jobs. In addition the package furnishes a definition of management and an example of an organizational outline of the responsibilities of the personnel within the shop setting. (Author/MW)

ED 097 542

CE 002 313

Ritz, John M.

Occupations in Communications. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—16p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, Career Planning, \*Communications, Course Content, Course Descriptions, \*Curriculum Guides, Drafting, \*Electrical Occupations, Employment Opportunities, \*Graphic Arts, Instructional Materials, Junior High Schools, \*Occupational Information, Secondary Grades, Telecommunication

Identifiers—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to encourage the student to explore occupational areas as a basis for selecting a career. Defining behavioral objectives, the course description includes a media guide, suggested classroom activities, and sample student evaluation forms as well as the basic information section. Three areas of communications are explored: electricity, electronics, and graphic arts and drafting. A sample outline, based on information provided in the Dictionary of Occupational Titles, offers the student assistance in analyzing possible communication related employment opportunities. (MW)

ED 097 543 CE 002 314

How Does Industry Use Management. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—32p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, Course Content, Course Descriptions, \*Curriculum Guides, Decision Making, Distributive Education, \*Industrial Structure, Instructional Materials, Junior High Schools, \*Management, Management Systems, \*Manufacturing Industry, Secondary Grades

Identifiers—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with the element of management as it functions in the production of goods and services. Defining behavioral objectives, the course description includes a media guide, suggested classroom activities, and sample student evaluation forms as well as the basic information needed in the production of goods and services, an example of an organizational outline for industrial management, the three basic types of ownership that exist in industry, and an explanation of the decision-making process. (Author/MW)

ED 097 544 CE 002 315

Ritz, John M.

Communications Between Society and Industry. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonee. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonee. Graduate Coll.

Pub Date [74]

Note—22p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310



**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Communication Problems, \*Community Attitudes, Course Content, Course Descriptions, \*Curriculum Guides, Human Relations, \*Industry, Instructional Materials, Intercommunication, Junior High Schools, \*Public Relations, Secondary Grades, Socioeconomic Influences, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with the interdependence of society and industry as related to the area of communications. Defining behavioral objectives, the course description includes a media guide, suggested classroom activities, and sample student evaluation forms, as well as the basic information section. Included in this package are examples of communication methods used between society and industry and of failures in communication. Recommendations of how industry and society could improve their communications in a community area are included. (Author/MW)

**ED 097 545 CE 002 316**

Ritz, John M.

**What Is Communications. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—45p.; For the other learning activity packages in this series see CE 002-309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, \*Communication (Thought Transfer), \*Communication Problems, Course Content, Course Descriptions, \*Curriculum Guides, Instructional Materials, Intercommunication, Junior High Schools, \*Man Machine Systems, Manufacturing Industry, Nonverbal Communication, Secondary Grades, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with the elements of communications and how they function in the production of goods and services. Defining behavioral objectives, the course description includes a media guide, suggested classroom activities, and sample student evaluation forms, as well as the basic information section. A definition of communications and the importance of accurate communications is stressed. Also included is an explanation of why it is so important for industry to coordinate communications in four areas: man to man, man to machine, machine to man, and machine to machine. (Author/MW)

**ED 097 546 CE 002 317**

Ritz, John M.

**Overview of Industrial Education. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—22p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Course Content, Course Descriptions, \*Curriculum Guides, Industrial Arts, \*Industrial Education, \*Industrial Structure, Instructional Materials, Junior High Schools, \*Manufacturing Industry, School Industry Relationship, Secondary Grades, Technical Education, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

Included in this field tested instructional package are definitions of the terms industry, technology, industrial education, and industrial arts education. Defining behavioral objectives, the course description includes a basic information section, suggested classroom activities, and sample student evaluation forms. The total process of providing goods and services is analyzed in relationship to the 11 elements of industry: (1) research and development, (2) production, (3) marketing and distribution, (4) maintenance and services, (5) finance, (6) manpower, (7) materials, (8) power and energy, (9) property, (10) management, and (11) communications. Graphic representations of how industry relates to society and education are included. (Author/MW)

**ED 097 547 CE 002 318**

Ritz, John M.

**Let's Study Finance. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—42p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Course Content, Course Descriptions, Credit (Finance), \*Curriculum Guides, Finance Occupations, \*Financial Policy, Financial Services, \*Financial Support, \*Industrial Education, Instructional Materials, \*Investment, Junior High Schools, Manufacturing Industry, Money Management, Recordkeeping, Secondary Grades, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with the elements of finance and its function in producing goods and services. Defining behavioral objectives, the course description includes a media section, suggested classroom activities, and sample student evaluation forms, as well as the basic information section. Included in the package is a list and explanation of possible sources of financial support available to industry: stocks, bonds, loans, subsidies, and grants. A list of characteristics to be examined before acquiring various kinds of financial aid, the proper method of recording financial transactions using a general journal form, and an explanation of how the stock market functions in the production of goods are topics discussed in the course description. (Author/MW)

**ED 097 548 CE 002 319**

Burt, Thomas

**Maintenance and Services. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—28p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Distributive Education, Equipment Maintenance, \*Industrial Education, Instructional Materials, Junior High Schools, \*Maintenance, Manufacturing Industry, Marketing, Secondary Grades, \*Service Occupations, \*Services, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to familiarize the student with the maintenance and services elements of industry and their function in the production of goods and services. Defining behavioral objectives, the

course description includes a media section, suggested classroom activities, and sample student evaluation forms, as well as the basic information section. Included is a definition of maintenance and service as it relates to industry. The package explains the difference between product maintenance and plant maintenance. The significant functions of, and reasons for, plant maintenance are also discussed in this package. (Author/MW)

**ED 097 549 CE 002 320**

Walker, Jim

**Getting to Know Materials. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—31p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Course Content, Course Descriptions, \*Curriculum Guides, \*Industrial Education, \*Industrial Structure, Instructional Materials, Junior High Schools, \*Manufacturing Industry, \*Production Techniques, Secondary Grades, Trade and Industrial Education

**Identifiers**—\*Industrial Materials, Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with materials used by industry for the production of goods and services. Defining behavioral objectives, the course description includes a media section, suggested classroom activities, and sample student evaluation forms, as well as the basic information section. It deals with the origins of natural and manmade materials and the process industry uses when selecting a material to be used in producing goods. This process includes the consideration of the composition of materials, how the material is processed, where it is available, what it costs, what it looks like, and whether or not it will do the job it is supposed to do. (Author/MW)

**ED 097 550 CE 002 321**

Wedal, Strand

**An Introduction to Research and Development. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—19p.; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavioral Objectives, Course Content, Course Descriptions, \*Creative Thinking, \*Curriculum Guides, \*Development, \*Industrial Education, Instructional Materials, Junior High Schools, Manufacturing Industry, Organizational Development, \*Research Methodology, Research Utilization, Secondary Grades, Technological Advancement, Trade and Industrial Education

**Identifiers**—\*Learning Activity Package, Wisconsin

The field tested instructional package introduces the student to industrial research and development. Defining behavioral objectives, the course description includes a media section, suggested classroom activities, and student evaluation materials, as well as the basic information section. Included is a working definition of research and development. The five steps of the scientific method of research and development are listed and explained along with six traits of a creative thinker. The package explains the role of research and development as used by industry to produce goods and services. (Author/MW)

**ED 097 551 CE 002 322**

Loeffler, Gordon

**The Development of Industry. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.  
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—13p; For the other learning activity packages in this series see CE 002 309-323; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Development, \*History, \*Industrial Education, \*Industrialization, Industry, Instructional Materials, Junior High Schools, Manufacturing Industry, Secondary Grades, \*Technological Advancement, Trade and Industrial Education  
Identifiers—\*Learning Activity Package, Wisconsin

This field tested instructional package is intended to develop within the student an understanding of the significant time periods and major events in the history of industry. Defining behavioral objectives, the course description includes a media section, suggested classroom activities, and student evaluation materials, as well as the basic information section. Included in the package are five periods of the development of industry and examples of major events in each period. These are listed to familiarize the student with the history of industry. The student is asked to select one period in history and construct a model of his choice that will explain an event, duplicate a machine, experiment, or a discovery from that time period. (Author/MW)

ED 097 552 CE 002 323

Loeffler, Gordon

Analyzing a Career. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date [74]

Note—11p; For the other learning activity packages in this series see CE 002 309-322; For the final report of the project see CE 002 310

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, \*Career Planning, Case Studies, Course Content, Course Descriptions, \*Curriculum Guides, \*Industrial Education, Instructional Materials, Junior High Schools, Secondary Grades, Self Actualization, \*Self Evaluation, Trade and Industrial Education, Vocational Development

Identifiers—\*Learning Activity Package, Wisconsin

The intent of this field tested instructional package is to acquaint the student with a method of career analysis to enable him to determine whether a career is in harmony with his future employment goals. The package provides behavioral objectives, a student self-test, a basic information section, and a career analysis study to aid the student in the self-evaluation process. A case study of a selected career is suggested as one example of a method for career analysis. (Author/MW)

ED 097 553 CE 002 325

Occupational Mobility of Employed Workers. January 1973.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jul 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Census Figures, Comparative Statistics, Employment Statistics, \*National Surveys, \*Occupational Mobility, Statistical Data, \*Statistical Surveys, \*Tables (Data)

A summary is presented of findings concerning occupational mobility based on data obtained in a supplement to the January 1973 Current Population Survey, conducted by the Bureau of the Census. Statistical data is offered in three tables, comparing occupational mobility between January 1972 and January 1973 of employed persons over 18: (1) by age and sex; (2) by age, sex, and

race; and (3) by occupation and sex. About six million persons employed in January 1973 were in different occupations from those in which they were working in January 1972. Nine percent of the men and about eight percent of the women employed at both dates changed occupations over this period. The demographic characteristic most closely associated with mobility was age of worker, though occupation and other characteristics also were important. (Author/AJ)

ED 097 554

Cooper, Signe S., Ed.

Critical Issues in Continuing Education in Nursing.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date 72

Note—150p; Proceedings of the National Conference on Continuing Education in Nursing (Madison, Wisconsin, October 1971)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Adult Education, Certification, Change Agents, Conference Reports, Health Education, \*Health Occupations Education, \*Medical Education, \*Nurses, \*Professional Continuing Education, Professional Education, Regional Planning

Identifiers—Continuing Education Unit

The National Conference provides continuing education for nurse educators who are responsible for providing continuing nursing education. Papers presented at the conference are: Philosophies of Continuing Education, Theodore J. Shannon; Philosophies of Education—Implications for Continuing Education in Nursing, Edith V. Olson; Developing a Model for Consumer Health Education, William L. Blockstein; The Adult Educator as a Change Agent, Burton W. Kreitlow; Competencies Expected of the Teacher in Continuing Nursing Education, Signe S. Cooper; The American Nurses' Association (ANA) and continuing Education, Audrey F. Spector; ANA Special Project in Continuing Education, Sister Jeanne Margaret McNally; Continuing Education as a Requirement for Relicensure: What Are the Issues? Maura Carroll; Introducing the Continuing Education Unit, Paul Grogan; Exploring the Federal Scene, Mary Hill; Continuing Education—A Western Council on Higher Education for Nursing (WCHE) Seminar, G. Marjorie Squares; Continuing Education Activities of the Southern Regional Education Board (SREB) Project in Nursing Education, Helen C. Belcher; Regional Approach to Continuing Education for Nurses in New England, Eileen Ryan; Regional Planning in the Midwest; Emily Tait; North Central States Planning Project, Signe S. Cooper. References, resources persons, and conference participants are listed. (NH)

ED 097 555 CE 002 327

Hornback, May, Ed.

Health Maintenance Organization: Concept and Functions. Conference Proceedings.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date 72

Note—79p; Proceedings of a Conference on Health Maintenance Organizations: Concept and Functions (Madison, Wisconsin, September 1971)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Community Health Services, Community Organizations, Community Services, \*Conference Reports, \*Delivery Systems, Educational Improvement, Educational Innovation, Futures (of Society), Health Needs, Health Services, Medical Education, Medical Services, Nurses, \*Nursing, Role Perception

Identifiers—\*Health Maintenance Organizations, HMOs

The proceedings published in the document are the outcomes from a conference to consider the role of professional nursing in relation to health maintenance organizations (HMOs) as one possible way to improve health care delivery. Emphasis is placed on strategies underlying the HMO concept and reviewing and extending understanding of factors which influence accessibility to and effective delivery of health care. Implications for nursing service and nursing education in a variety of settings are considered. Included in the document are: five presentations on these themes; participants' responses to a pretest and a posttest on

concepts of HMOs; five group work reports discussing the conference themes; and several pages of questions for and answers from group work as developed by individual enrollees. Faculty, speakers, guests, and conferees are listed. (AJ)

ED 097 556

Harbeson, Gladys Evans

Choice and Challenge for the American Woman. Revised Edition.

Pub Date 71

Note—217p.

Available from—General Learning Press, Morristown, New Jersey (\$8.95 hardback, \$3.95 paperback)

Document Not Available from EDRS.

Descriptors—Adult Education, Career Opportunities, Employment Patterns, \*Females, \*Feminism, Foreign Countries, Futures (of Society), \*Individual Development, Job Skills, Self Concept, Self Expression, \*Sociocultural Patterns, Stereotypes, \*Tables (Data), Womens Education, \*Working Women

The second edition, as the previous edition, deals with evolutionary processes contributing to changing life patterns of American women; however, new portions relate to the acceleration of the trend. The new self-image of women cannot be understood if viewed as an isolated development but must be interpreted with a perspective view. Two inseparable concepts of relatively new development are the lack of coherence among the several stages of modern women's lives and a woman's need to integrate the several parts of her life. Statistical labor figures of increasing women's employment reveal the need for occupational training for every young woman. While prejudice may still be a handicap to advancement and higher pay, progress has been made in lessening distinctions between "masculine" and "feminine" jobs. The freedom to choose, the quest for self-fulfillment, the new feminist movements, effects of mothers' employment on children, opportunities and prospects of continuing education, and life patterns in other countries are some of the many topics for the reader to ponder in examining the development of the integrated feminine life pattern. An appendix consists of selected readings of international perspectives on women's changing life patterns. (EA)

ED 097 557

Mayhew, Lewis B.

Higher Education for Occupations. SREB

Research Monograph No. 20.

Southern Regional Education Board, Atlanta, Ga.

Report No.—SREB-RM-20

Pub Date 74

Note—143p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$4.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Career Education, \*Curriculum Development, Curriculum Planning, Curriculum Research, Educational Change, \*Educational Innovation, Educational Needs, Educational Problems, Experimental Curriculum, \*Higher Education, Instructional Innovation, National Surveys, Post Secondary Education, Program Descriptions, Program Effectiveness, Relevance (Education), Technical Education, \*Vocational Education

The monograph is based on a study of curricular and instructional changes taking place in two- and four-year colleges in courses and programs designed to prepare people for vocations or careers. The study also examined some technical, vocational, or career programs offered in noncollegiate institutions to determine whether proprietary or vocational institutions have developed new insights which could be adapted to the collegiate situation. The study had disappointing results, in that vocational or occupational curricula were found to be not particularly innovative; education for career and occupations was found to be a display of traditional practice accompanied by theorizing. These findings are discussed in the monograph's first three chapters. The authors were successful in identifying curricular issues of occupational education. These are specified in the monograph's last two chapters, and a rationale is presented which may assist faculties and administrations in resolving some curricular perplexities. The intent of the authors

in preparing the monograph was to bridge the gap between theorizing and the actual conduct of vocational programs. (Author/AJ)

ED 097 558 CE 002 331

Housman, John L. And Others  
Individualized Study Guide on Apiculture: Instructor's Guide. Curriculum Materials for Agricultural Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—AP-16

Pub Date Feb 74

Note—21p.; For Student Guide see CE 002 332

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Agricultural Education, \*Agricultural Occupations, Agricultural Production, Curriculum Guides, \*Entomology, Environmental Education, \*Individualized Programs, \*Instructional Materials, Off Farm Agricultural Occupations, Resource Materials, Secondary Grades, Teaching Guides, Teaching Methods

Identifiers—Apiculture, \*Beekeeping

The instructor's guide is coordinated for use with the student guide. The guide includes suggestions for teacher preparation, equipment and supply needs, suggested references, available audiovisual materials, open-ended questions for classroom discussion, educational opportunities for students, and a form for student evaluation of the study guide. The teacher may use the study guide as a basis for group study, practical application, or individualized instruction. The teacher is responsible for directing the study and learning program of the student; however, the teacher's role should be that of consultant after the student has exhausted his own means of completing a lesson, project, or activity. (MW)

ED 097 559 CE 002 332

Housman, John L. And Others  
Individualized Study Guide on Apiculture: Student Guide. Curriculum Materials for Agricultural Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—AP-15

Pub Date Feb 74

Note—181p.; For Instructor's Guide see CE 002 331

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

#### POSTAGE

Descriptors—\*Agricultural Education, \*Agricultural Occupations, Agricultural Production, Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Entomology, Environmental Education, \*Individualized Programs, Instructional Materials, Lesson Plans, Off Farm Agricultural Occupations, Post Secondary Education, Secondary Grades, Vocational Education

Identifiers—Apiculture, \*Beekeeping

The study guide contains introductory level information, principles and management practices which may be applied by a hobbyist or a commercial apiary. The lessons are designed to train students for entry level jobs, to establish students in a beekeeping enterprise, and to emphasize the importance of honey bees in our daily lives and in agricultural production. Topics to be considered include: the honeybee and her products, colony organization, housing and equipment, bee selection, apiary location, hive management, diseases, honey production, and laws and regulations. Each lesson plan includes activity, information, and project sheets, glossary and references, quizzes, and answer sheets. The study guide is intended to supplement community resources, on-the-job training, and provide the student with performance objectives during classroom instruction. (Author/MW)

ED 097 560 CE 002 338

Individual Funding for Applied Research: The Case of HumRRO and the U. S. Army.

CONRAD Research Corp., Pittsburgh, Pa.  
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 24 May 73

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Armed Forces, \*Employer Employee Relationship, \*Human Resources, \*Institutional Research, \*Institutional Role, Interprofessional Relationship, Organization, Project Applications, \*Research and Development Centers, Research Projects, Success Factors

Identifiers—Army, \*HumRRO, Military Role

The report conveys impressions gained during a brief inquiry into the history and nature of the Human Resources Research Office (HumRRO) and its relationship to the U. S. Army. Chapter 1 gives an overview of HumRRO and its history, while chapter 2 details the composition and configuration of HumRRO, including such factors as working philosophy, turnover and retention rates, and adopted applications as a measure of success. Chapter 3 "Army-HumRRO Relations," focuses on the nature and attitudes of the working relationship, the categories of HumRRO work (exploratory studies, work units, basic research, and technical advisory service), and the evolution of the client-contractor relationship over a period of years. Chapter 4 reports on Congressional oversight and the perceptions of others regarding HumRRO as a "think tank," concluding that it appears to have been a success as an applied, institutionally-funded research enterprise. Factors contributing to this success are mentioned. (NH)

ED 097 561 CE 002 339

Career Education [in Arizona]: Annual Report, FY 73.

Arizona State Dept. of Education, Phoenix.

Pub Date 73

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Annual Reports, \*Career Education, \*Educational Programs, Evaluation, Information Sources, Instructional Materials, Publicize, Secondary Education, \*State Surveys, \*Statistical Data, Student Enrollment, Teacher Education, Testing, Work Experience

Identifiers—\*Arizona

The annual report gives a synopsis of Arizona career education activities and reviews 1973 increases in career education activities relating to Senate Bill 5 (ARS 15-1199). These include high school enrollment, career testing and counseling, world of work educational materials, retraining teachers and counselors, providing teachers and curriculum, providing coordinators for work experience programs, coordination of apprenticeship training, and conducting county workshops. Also documented are activities of the Arizona Career Education Clearinghouse and the public information program. Evaluation reports of several survey projects are described. Arizona career education statistical data is presented in tabular form by project: involvement by schools, parents, and professional staff; the development and purchase of career education material; career testing; student involvement; and publicity. (NH)

ED 097 562 CE 002 341

Family Day Care Training Project. Year End Progress Report.

Minnesota Univ., Minneapolis. Office of Career Development.

Pub Date Feb 74

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Annual Reports, \*Child Care Occupations, \*Day Care Programs, \*Day Care Services, Family Life Education, Job Development, \*Program Descriptions, Program Development, Project Applications, \*Project Training Methods, Training Objectives

The Minnesota project proposal outlined four major areas of objectives for improving the quality of family day care homes: (1) training for a home-bound population, (2) child development resource centers, (3) training materials and supportive services, and (4) the Family Day Care Consultant, a new career. Project activities in the first year included: (1) planning and staff selection; (2) evolution of a new career and academic, inservice, and field training requirements; (3) child development resource centers; (4) training projects; and (5) development of training materials. Observations and recommendations are offered regarding training, providers and users of care, program planning and development,

paraprofessional role development, and new directions for 1974. The appendix includes a list of resource materials and an interim summary evaluation. (MW)

ED 097 563 CE 002 342

Alesi, Gladys E. Brain, Joseph J.

Resource Manual for Teachers of Non-English Speaking Adults. Fourth Edition.

American Immigration and Citizenship Conference, New York, N.Y.

Pub Date Apr 74

Note—109p.

Available from—Committee on Education for Citizenship, American Immigration and Citizenship Conference, 509 Madison Avenue, New York, New York 10022 (\$2.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Adult Education, Adult Literacy, Adult Students, Bibliographies, Citizenship, \*English (Second Language), Immigrants, Instructional Materials, \*Language Instruction, \*Resource Materials, Second Language Learning, \*Student Needs, Teacher Developed Materials, Teacher Education, Teaching Guides, Teaching Skills

Designed especially for the inexperienced teacher or volunteer, the 35-page manual intends to help the teacher identify appropriate methods and materials for use with adults to whom English is a new language, particularly those who are preparing for citizenship. Prepared by professionally trained, experienced teachers, the resource manual places emphasis on vocabulary and language patterns. An attempt is made to describe in nontechnical terms the specific needs of the student, to clarify the goals of the teacher with respect to such needs, and to suggest some practical techniques for organizing lessons. A 23-page bibliography selectivity lists available material in several categories: (1) principles and methodology, (2) selected American immigration and citizenship conference publications, (3) readings on immigration, integration, and ethnic backgrounds, (4) bibliographies, (5) textbooks for beginners, (6) textbooks for intermediates, and (7) textbooks for advanced students. A 46-page appendix offers drill techniques, a sample placement test, and drill activities. (MW)

ED 097 564 95 CE 002 343

Lasell, Warren L. And Others

A Pilot Test of an Evaluation System for Vocational Education Leadership and Professional Development Activities: A Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-2592

Grant—OEG-0-72-0051(725)

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Activities, Evaluation Methods, Inservice Education, \*Leadership, \*Models, \*Personnel Evaluation, Pilot Projects, \*Vocational Education

Identifiers—California, Tennessee

The objective of the project was to pilot test the Model to Evaluate Inservice Personnel Development. The pilot test was designed to determine: (1) whether the model could evaluate the personnel development programs in the two States where the model was pilot tested, (2) applicability of the model in other States, and (3) the potential of the model, with modification, to evaluate projects other than the kind funded under Section 553 of Part F of the 1968 vocational amendments. The pilot test was conducted in two phases. The first phase was a test of the components and procedures of the model in Tennessee with a list of the changes resulting from that phase included in the report. Phase 2 was conducted in California, and additional changes resulted from the pilot test there. It was concluded that more time was needed to conduct the pilot test, but using two different States and numerous reviewers was beneficial. The final part of the report states four recommendations for the dissemination of the evaluation model. The remaining one-half of the document consists of an appendix of observation and interview schedules. (BP)



**ED 097 565** CE 002 347  
Office Career Occupations No. 2; Vocational Office Education, Clerical: 7645.12.  
Dade County Public Schools, Miami, Fla.  
Pub Date Nov 73

Note—31p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Alphabetizing Skills, Behavioral Objectives, Business Education, \*Business Skills, Communication Skills, Course Content, Course Descriptions, \*Curriculum Guides, Filing, Office Machines, \*Office Occupations Education, \*Personality Development, Resource Materials, Secondary Grades, Self Actualization, \*Skill Development, Typewriting, Vocational Education

Identifiers—\*Quinmester Program

Using the skills and knowledge obtained in Office Career Occupations No. 1, the students will build their skill in typewriting and alphabetic filing. The 90-hour course also includes improvement of skills in numeric filing, communication, spelling, and computation; recognition of good personality traits, grooming habits, attitudes, and craftsmanship; exploration of the broad field of selling; and preparation of material for fluid duplicating. The bibliography lists basic references, workbooks, and supplementary resource materials. An appendix offering sample post-tests concludes the curriculum guide. (MW)

**ED 097 566** CE 002 348  
Office Career Occupations No. 4; Vocational Office Education, Clerical: 7645.14.  
Dade County Public Schools, Miami, Fla.  
Pub Date Nov 73

Note—28p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, Business Subjects, Communication Skills, Course Content, Course Descriptions, Curriculum Guides, Education, Filing, \*Office Machines, \*Office Occupations, Office Practice, Resource Materials, Secondary Grades, \*Skill Development, \*Typewriting, Vocational Education

Identifiers—\*Quinmester Program

Using the skills and knowledge obtained in Office Career Occupations No. 3, the students will continue to develop their abilities in filing, communication, and computation. A basic understanding of profit and loss, the addressing machine, and basic machine transcription will be provided. The 90-hour course also includes application problems for the full- and ten-key computing machines and a unit on change making. Additional emphasis is placed on problem typing (business letters, application blanks, personal data sheets, and duplicating stencils and masters) and supervised operation of duplicating machines. Students will be exploring the fundamentals of recordkeeping. Goals, specific block objectives and a bibliography of basic references, handbooks, and other resource materials accompany the course outline. An appendix offering post-tests conclude the document. (MW)

**ED 097 567** CE 002 349  
Office Career Occupations No. 3; Vocational Office Education, Clerical: 7645.13.  
Dade County Public Schools, Miami, Fla.  
Pub Date Oct 73

Note—29p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, Business Education, Business Subjects, \*Communication Skills, Course Content, Course Descriptions, \*Curriculum Guides, Office Machines, \*Office Occupations Education, Office Practice, Resource Materials, Secondary Grades, \*Skill Development, Stenography, \*Typewriting, Vocational Education

Identifiers—\*Quinmester Program

The course will enable the business education student to continue to develop skills in typewriting, filing, and communication that were begun in the prerequisite course, Office Career Occupations No. 2. The course also includes an exploration of shorthand systems and basic operations of full- and ten-key adding machines. The recognition of both business purposes and organization

of skills required in advanced business subjects and of the need for continuing education is included. Totaling 90 hours of classroom instruction, the course is organized into six instructional blocks. Classroom instruction includes instruction sheets, demonstrations, explanations, group discussion, chalkboard presentations, audio-visual aids, and guest speakers. A bibliography includes basic references, workbooks, and supplementary resource materials. An appendix offering sample post-tests concludes the curriculum guide. (MW)

**ED 097 568** CE 002 350  
McGahee, Bobby Carino, Mariano  
Control Systems in Accounting; Business Education: 7709.21.  
Dade County Public Schools, Miami, Fla.  
Pub Date 72

Note—47p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Accounting, Behavioral Objectives, \*Budgeting, \*Business Education, Business Skills, Course Content, Course Descriptions, \*Curriculum Guides, Finance Occupations, Financial Services, \*Management Systems, Money Management, Post Secondary Education, Secondary Grades, Vocational Education

Identifiers—\*Quinmester Program  
The course prepares the business education student to maintain voucher systems inventory and budgetary controls, including notes, drafts, and business taxes. The student should have attained the objectives of Partnership Accounting prior to enrollment. Course content includes equipment and supplies, the voucher system, inventory control systems, budgetary control, notes, drafts, trade acceptances, and business taxes. The outline suggests teaching procedures, strategies, and learning activities, as well as evaluative instruments and student and teacher resource materials. A 32-page appendix offers sample tests for all content areas. (MW)

**ED 097 569** CE 002 351  
Hoffman, Carol S.  
Medical Dictation and Transcription; Business Education: 7707.43.  
Dade County Public Schools, Miami, Fla.  
Pub Date 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, \*Business Skills, Course Content, Course Descriptions, \*Curriculum Guides, \*Health Occupations, Medical Vocabulary, Office Occupations Education, Performance Criteria, Post Secondary Education, Secondary Grades, \*Secretaries, Skill Development, Stenographers, Vocational Education

Identifiers—\*Quinmester Program  
The course prepares the business education student for the duties and ethics of the medical secretary and involves intensive practice with a high degree of speed and accuracy in taking dictation and transcribing materials related to the medical profession. Included are skills in spelling, pronouncing, and defining the most-used medical terms and the preparation of a variety of medical forms. Skill in advanced dictation and transcription is required as a prerequisite to entry into the course. Course content includes equipment and supplies, skill building, production of medical business forms, letters, and medical reports, duties, and ethics of a medical secretary. Included in the course description are suggested procedures, strategies, learning activities, evaluative instruments, student and teacher resource materials, and an appendix with sample study sheets and test items. (MW)

**ED 097 570** CE 002 352  
McShane, Jane  
Electric Calculators; Business Education: 7718.06.  
Dade County Public Schools, Miami, Fla.  
Pub Date 72

Note—30p.; An Authorized Course of Instruction for the Quinmester Program; photocopied from best copy available

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
Descriptors—Behavioral Objectives, \*Business Education, Calculation, Course Content, Course Descriptions, Curriculum Guides, Edu-

cation, \*Electronic Equipment, Evaluation Methods, \*Office Machines, \*Office Occupations, Secondary Grades  
Identifiers—Electric Calculators, \*Quinmester Program

The course was developed to instruct students in the use of mechanical and/or electronic printing calculators, electronic display calculators, and rotary calculators to solve special business problems with occupational proficiency. Included in the document are a list of performance objectives, a course content outline, suggested learning procedures and activities, evaluative instruments used, and resources for students and teachers. Appended is a Quinmester pre-test. (Author/BP)

**ED 097 571** CE 002 353  
Hartney, Cecelia  
Special Bookkeeping Applications; Business Education: 7708.41.  
Dade County Public Schools, Miami, Fla.  
Pub Date 73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Accounting, Behavioral Objectives, \*Bookkeeping, \*Business Education, Business Subjects, Course Content, \*Curriculum Guides, Office Occupations, Office Occupations Education, Recordkeeping, \*Resource Materials, Secondary Grades

Identifiers—\*Quinmester Program  
This curriculum guide provides the student with an understanding of the various methods of handling, paying, and recording payroll and sales taxes; fixed assets and their disposal; depreciation; losses due to bad debts; various types of notes; and accrued interest and expenses. Also listed are the 27 performance objectives, a course outline, suggested procedures and learning activities, evaluative instruments, and seven pages of resources for students and teachers. (Author/BP)

**ED 097 572** CE 002 354  
Carino, Mariano  
Partnership Accounting; Business Education: 7709.11.  
Dade County Public Schools, Miami, Fla.  
Pub Date 73

Note—34p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Accounting, Behavioral Objectives, Bookkeeping, \*Business Education, Business Subjects, Course Content, \*Curriculum Guides, \*Financial Services, Office Occupations Education, Resource Materials, Secondary Grades, Tests

Identifiers—\*Quinmester Program

This Quinmester course provides students with an understanding of the financial activities of partnerships, division of income or loss, fiscal period reports, and Federal income tax. Also contained in the document are a list of the performance objectives, a course content outline, the evaluative instruments used, and suggested resources for students and teachers. Appended is a 22-page appendix of Quinmester test items. (Author/BP)

**ED 097 573** CE 002 355  
Valenti, Ruth  
Technical Dictation & Description; Business Education: 7707.44.  
Dade County Public Schools, Miami, Fla.  
Pub Date 73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Business Education, Business Subjects, Course Content, \*Curriculum Guides, Office Occupations Education, Office Practice, Resource Materials, Secondary Grades, \*Skill Development, \*Stenography, \*Technical Writing  
Identifiers—\*Quinmester Program, Scientific Vocabulary, Technical Vocabulary

The outline presents a specialized course in recording basic technical and scientific terms in shorthand, including intensive practice in taking dictation and transcribing materials related to these areas with a high degree of speed and accuracy. It includes spelling, pronunciation, and definitions of the most-used technical and scientific



tific terms, and the role and ethics of a good technical secretary. The document consists of a list of the performance objectives, an outline of the course content, suggested teaching procedures, evaluative instruments used, and a list of resources for teachers and students. Appended are sample test items. (Author/BP)

**ED 097 574** CE 002 357

**Career Education & You—The Teacher.**  
Arizona State Dept. of Education, Phoenix.  
Career Education Clearinghouse.

Pub Date Mar 74

Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Administrator Role, \*Career Education, \*Class Activities, Community Role, Counselor Role, \*Curriculum Development, \*Educational Objectives, Educational Resources, Elementary Grades, Junior High Schools, Newspapers, Occupational Clusters, Parent Role, Secondary Grades, \*Teacher Role, Teamwork

Identifiers—\*Arizona

The purpose of the booklet is: (1) to assist teachers in understanding the roles and interrelationships necessary among teachers, counselors, administrators, parents, and the community to integrate career education into the curriculum to identify (2) ideas and activities that will assist teachers within the classroom. Ideas are identified according to appropriate grade levels with an example of use of the occupational cluster approach as related to the communications and media occupational cluster. Also included is an annotated list of enrichment references with addresses. (EA)

**ED 097 575** CE 002 365

**Smith, Barbara**  
**Modern Business Data Processing; Business Education; 7743.02.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—24p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, Business Education, Computers, \*Computer Science Education, Course Content, Course Descriptions, \*Curriculum Guides, Data Processing, \*Electronic Data Processing, Electronic Equipment, \*Information Processing, Office Machines, Office Occupations Education, Programming Languages, Secondary Grades

Identifiers—\*Quinmester Program

This course familiarizes students with punched-card and electronic data processing terminology, the cycle, the basic operations, and their relationship to these two systems. It includes a familiarization with the various devices, equipment, media, and typical business applications for each system; it also includes an introduction to languages used in data processing and job specifications. Included are the performance objectives, course content outline, suggested teaching procedures, evaluative instruments used, and resources for students and teachers. Appended are student computer activities and suggested test items. (Author/BP)

**ED 097 576** CE 002 366

**Smith, Barbara**  
**Concepts of Business Data Processing; Business Education; 7743.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, Business Education, Computer Science Education, Course Content, \*Course Descriptions, \*Curriculum Guides, \*Data Processing, Electronic Equipment, Information Processing, Office Machines, Office Occupations Education, Secondary Grades

Identifiers—\*Quinmester Program

This course familiarizes students with manual and mechanical data processing terminology, the cycle, the basic operations, and their relationship to these two systems. It includes a familiarization with the various devices, equipment, media, and typical business applications for each system. In-

cluded are performance objectives, the course content outline, suggested learning procedures, and resource materials for students and teachers. Appended are sample test items. (Author/BP)

**ED 097 577** 95 CE 002 368

**Information Retrieval System Descriptive Report.**  
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 74

Note—10p.; For the final report see CE 002 369

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Computer Programs, \*Educational Resources, \*Information Centers, \*Information Retrieval, Information Services, Information Storage, \*Information Systems, Information Utilization, \*On Line Systems

Identifiers—\*Wisconsin

The report describes Wisconsin's information retrieval system with remote, on-line computer access to nearly 200,000 educational documents. Briefly outlined are the operations and indexing of materials for the computer program, documents of the Educational Resources Information Center (ERIC), file access, training sessions, and remote location access. Also listed are the locations of Wisconsin libraries containing ERIC microfiche collections. Response to the project of installing terminals for a four-month trial period in each school (March-May, 1974) has been very favorable. There is no doubt that information retrieval systems using computers will become essential as the amount of available information sources continues to grow rapidly. (NH)

**ED 097 578** CE 002 386

**Cosmetology—A Profitable Career for Men and Women; Cosmetology 1: 9205.01.**  
Dade County Public Schools, Miami, Fla.

Pub Date Jun 73

Note—50p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—\*Cosmetology, Course Content, Course Descriptions, Course Objectives, \*Curriculum Guides, Post Secondary Education, Secondary Grades, Testing, Trade and Industrial Education, \*Vocational Education

Identifiers—Florida, \*Quinmester Program

This course introduces the student to the goals and organization of the cosmetology program, and includes aspects of hygiene, ethics, bacteriology, law, and safety rules. Course content includes goals, specific objectives, orientation, shampooing and rinses, finger-waving, pin curling, and roller curls. A brief bibliography and 30 pages of post-test samples are appended. (NH)

**ED 097 579** CE 002 387

**Automotive Body Fillers; Auto Body Repair and Refinishing 2: 9035.03.**  
Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Auto Body Repairmen, Course Content, Course Descriptions, Course Objectives, \*Curriculum Guides, Secondary Grades, Testing, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

This course provides students with the general information, technical knowledge, basic skills, attitudes, and values required for job entry level as an auto body repair helper. Course content includes goals, specific objectives, orientation, filling with body solder, and plastic filler. A post-test sample is appended. (NH)

**ED 097 580** CE 002 388

**Automotive Mechanics as Applied to Auto Body; Auto Body Repair and Refinishing 3: 9037.02.**  
Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Auto Body Repairmen, \*Auto Mechanics, Course Content, Course Descrip-

tions, Course Objectives, \*Curriculum Guides, Hand Tools, Secondary Grades, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

This is a course in which the student will receive the general information, technical knowledge, basic skills, attitudes, and values required for job entry level as an auto body repair helper. Course content includes general and specific goals, orientation, instruction in service tools and bench skills, and auto mechanics as applied to auto body. A bibliography and post-test are appended. (NH)

**ED 097 581** CE 002 389

**Auto Body Repair and Refinishing 2; Automotive Refinishing 1: 9035.04.**  
Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Auto Body Repairmen, Course Content, Course Objectives, \*Curriculum Guides, Employment Qualifications, Job Skills, Secondary Grades, Skill Development, Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

This course will provide the student with the general information, technical knowledge, basic skills, attitudes and values required for job entry as an auto body repair helper. Course content includes goals, specific objectives, orientation, service tools and bench skills, paint spray equipment, paint materials, and preparation of automobile body for paint. A bibliography and post-test are appended. The course "Automotive Body Fillers" is a prerequisite for entry into this course. (NH)

**ED 097 582** CE 002 391

**Office Career Occupations No. 1; Vocational Office Education, Clerical: 7645.11.**

Dade County Public Schools, Miami, Fla.

Pub Date May 73

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Business Education, Business Skills, Career Opportunities, Clerical Occupations, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, \*Office Occupations Education, Secondary Grades, \*Typewriting

Identifiers—Florida, \*Quinmester Program

This beginning course is designed to introduce elementary typewriting skills and provide an exploration of office career opportunities. Course content includes goals, specific objectives, typing, spelling and business vocabulary, alphabetic filing, and exploration of office occupations. A post-test and bibliography are appended. (NH)

**ED 097 583** CE 002 398

**Schenck, Norma Elaine**  
**Second Annual Career Guidance Institute: Final Report.**

South Bend Community School Corp., Ind.  
Spons Agency—Indiana Univ., South Bend. Indiana Career Resource Center; National Alliance of Businessmen, Washington, D.C.; South Bend Community School Corp., Ind.

Pub Date Jun 74

Note—62p.; For the 1973 annual report, see ED 089 067

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—Career Education, \*Career Planning, \*Institutes (Training Programs), \*Occupational Guidance, Organizations (Groups), Participant Involvement, Post Testing, Pretests, Questionnaires, \*Scripts, Slides, \*Test Results, Vocational Counseling

The document reports on the organization and implementation plans for Indiana's Second Annual Career Guidance Institute and the sound/slide programs developed on six career cluster areas. An extensive evaluation analyzes the Institute in light of its objectives, offers insights gained on career opportunities, gives changes in attitude regarding career guidance, lists suggestions for improvement, and includes the results of an evaluative workshop with pre-test and post-test analyses. About half of the report is devoted to appendixes on survey and

questionnaire forms; goals and objectives; lists of participants and materials; and slide scripts developed on the automotive, communications, financial, health, and industrial fields, and on the Indiana Employment Security Division. (NH)

**ED 097 584** CE 002 404

**Aircraft Assembly, Riveting and Surface Repair 2; Sheet Metal Work 3: 9855.03.**

Dade County Public Schools, Miami, Fla.

Pub Date Feb 74

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Assembly (Manufacturing), Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Metallurgy, \*Metal Working Occupations, Post Secondary Education, Repair, Secondary Grades, Sheet Metal Work, \*Trade and Industrial Education

**Identifiers**—Aircraft, \*Quinmester Program

This course provides experience in assembly techniques, including repairs on aircraft structures, utilizing all methods from basic layout to surface protection of finished parts. Course content includes goals, specific objectives, metal fasteners, general structural repairs, and aircraft assembly. A bibliography and post-test are appended. Prior to taking this course the student must display mastery of the skills indicated in "Aircraft Assembly, Riveting and Surface Repair 1". (NH)

**ED 097 585** CE 002 405

**Aircraft Metal Skin Repair and Honeycomb Structure Repair; Sheet Metal Work 3: 9857.02.**

Dade County Public Schools, Miami, Fla.

Pub Date Feb 74

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Metallurgy, \*Metal Working Occupations, Post Secondary Education, Secondary Grades, \*Sheet Metal Work, \*Trade and Industrial Education

**Identifiers**—\*Quinmester Program

The course helps students determine types of repairs, compute repair sizes, and complete the repair through surface protection. Course content includes goals, specific objectives, protection of metals, repair to metal skin, and honeycomb structure repair. A bibliography and post-test are appended. A prerequisite for this course is mastery of the skills covered in the course "Aircraft Assembly and Surface Repair 1". (NH)

**ED 097 586** CE 002 406

**Body Shell Alignment; Auto Body Repair and Refinishing 2: 9035.02.**

Dade County Public Schools, Miami, Fla.

Pub Date Jul 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Auto Body Repairement, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, Post Secondary Education, Secondary Grades, Sheet Metal Work, \*Trade and Industrial Education

**Identifiers**—Florida, \*Quinmester Program

The course provides skills in the use of tools and procedures for the alignment of automotive body damage. Course content includes goals, specific objectives, orientation, service tools and bench skills, and body construction. Also studied are collision damage, aligning body shell and components, and replacement of sheet metal parts. A bibliography and post-test are appended. A prerequisite for this course is mastery of the skills covered in the course "Automotive Body Sheet Metal Maintenance 2". (NH)

**ED 097 587** CE 002 890

**Bell, T. H. Career Education in 1974: A View From The Commissioner's Desk.**

Pub Date 31 Oct 74

Note—5p.; Paper presented at the National Conference for State Coordinators of Career Education (Center for Vocational Education, The Ohio State University, Columbus, Ohio, October 31, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Career Education, Educational Legislation, Government Role, \*Program Development, Speeches, \*Success Factors

**Identifiers**—\*State Coordinators

The United States Commissioner of Education enumerated several positive aspects of the unanticipated success of career education: Section 406, Title 4, P.L. 93-380 made career education a law of the land; career education has been appropriated its own funds; a National Advisory Council on Career Education is to be formed; and further emphasis to the movement is expected to result from a joint DHEW, Department of Commerce, and Department of Labor investigation of the relationships between education and work. Support for career education at the State and local level and from non-governmental groups is also encouraging. A significant step has been taken with the publication of the Office of Education position paper on career education containing a generic definition of career education. It is hoped that career education will be primarily a State and local matter, and that creativity in that area will be encouraged. Its quality must be improved, and its effectiveness evaluated. Work remains to be done in implementing programs, particularly at the high school level and among special groups. The State coordinators are commended for ably filling their leadership role in making career education operational. (AG)

**ED 097 588** CE 003 069

**Hoyt, Kenneth B.**

**An Introduction to Career Education. A Policy Paper of the Office of Education (DHEW).**

Office of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Career Education, Concept Formation, Data Analysis, Data Collection, Definitions, Educational Objectives, Educational Philosophy, \*Educational Policy, \*Federal Government, Personal Growth, \*Policy Formation, \*Relevance (Education)

**Identifiers**—Learner Outcomes

Career education is one possible response to 11 criticisms of the present educational system centering on relationships and lifestyles of individuals. The response can be made through the use of the concept of work. "Work" is defined as conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others. Career education is defined as the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. Based on the latter definition, 10 basic concept assumptions were formulated which represent a philosophical base for current career education efforts. Certain programmatic assumptions were arrived at, and suggestions for implementation of career education programs involved members of the educational and civic communities. Nine specific learner outcomes were determined which will involve basic educational policy changes. A 28-page appendix presents the results from a tabulation and analysis of responses to a study guide (especially prepared for eliciting responses from local, State, and national educators to specific statements in a draft document) to assess the degree of consensus on the concept of career education. (AG)

## CG

**ED 097 589** CG 008 968

**DeCipkes, Robert A. And Others**

**Are Effective Counselors Made or Born? A Critical Review.**

Pub Date 74

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavior Patterns, \*Counselor Performance, \*Counselor Selection, \*Counselor Training, Interaction Process Analysis, \*Literature Reviews, Research Projects, \*Skills, Speeches

The purpose of this review was to investigate the relationship between counselor characteristics and reports of effectiveness. The theoretical position appears to focus on two opposing views. The humanists emphasize the influence of intuition, genuineness, and spontaneity, while the behaviorists place importance on technique, analysis of procedure, and research. This review grouped each study according to its criterion of effectiveness. Generally, the results were viewed as disappointing, often contradictory, and only tentative. Specifically, the findings indicated that the focus of research should shift from the personality of the counselor to particular behaviors, skills, or interactions. (Author)

**ED 097 590** CG 008 975

**Godwin, William F.**

**SIGI: An Operational Example of Computer-Based Career Guidance. Research Memorandum No. 74-9.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-74-9

Pub Date May 74

Note—16p.; Paper presented at the National Computer Conference (Chicago, Illinois, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Computers, Data Collection, \*Decision Making, Educational Programs, \*Information Storage, \*Information Systems, Speeches, Students

**Identifiers**—SIGI, \*System for Interactive Guidance and Information

This report discusses SIGI, an operational example of a computer-based career guidance system. The system demonstrates that such a service can be performed well and at a cost within the reach of most schools. Data collected during the pilot trail indicate that students who had used SIGI were more aware of the career options open to them and the costs and risks associated with these options than students who had not used the system. SIGI is viewed not merely as a demonstration of computer-aided education, but more as a demonstration of how technology can be used to give students more control over their lives. The author sees the important feature of the system as its ability to respect the student's capacity to direct his own life and make his own decisions. (Author/PC)

**ED 097 591** CG 009 140

**Fidler, Paul P. And Others**

**The Inmate as Student—An Investigation of Formerly Incarcerated Students Attending the University of South Carolina. Research Notes No. 21.**

South Carolina Univ., Columbia. Div. of Student Affairs.

Pub Date Jul 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, Academic Records, \*College Students, \*Criminals, \*Educational Problems, \*Program Improvement, Rehabilitation Programs, Research Projects

This report examines the college records of students at the University of South Carolina who had previously been incarcerated. Records were available for 40 students with varying types of criminal backgrounds who had been admitted to the university during the period 1965-73. Only one of these students had graduated from the institution, and the data suggested that most inmate-students had difficulty completing the academic requirements. Because of these problems, the author suggests several remedies. Inmate-students might profit from special assistance and concerted efforts toward the successful attainment of collegiate goals (as has been successfully demonstrated with Opportunity Scholars, Upward Bound Students, etc.). Counseling and motivational techniques may be fruitful in increasing the opportunities for success. The author further recommends that the progress of inmate-students be monitored more closely at the university, and that there be continued research and evaluation to help future planning and rehabilitation efforts for these individuals. (Author)

**ED 097 592** 95 CG 009 156

**Ingison, Linda J.**

**Effects of Attribute Identification Pretraining on Rule Effects in Attribute Identification Transfer Tasks. Technical Report No. 278.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning, Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—WRDCCL-TR-278  
Pub Date Nov 73  
Contract—NE-C-00-3-0065  
Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Behavioral Science Research, High School Students, Learning Theories, Research Projects, \*Response Mode, \*Stimulus Behavior  
An attempt was made to reduce or eliminate rule effects in attribute identification (AI) tasks through AI pretraining. Thirty-six 12th-grade volunteers received 0, 4, or 8 AI problems prior to transfer to a final AI task. Results showed that even at the highest level of pretraining, rule effects were present at transfer. These findings were discussed in terms of the possible factors contributing to AI rule effects. (Author)

ED 097 593 95 CG 009 160

Labouvie-Vief, Gisela

Learning and Intelligence: A Review of Empirical and Theoretical Issues. Theoretical Paper No. 47.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning, Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-47

Pub Date Nov 73

Contract—NE-C-00-3-0065

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Cognitive Development, \*Individual Differences, \*Intellectual Development, \*Intelligence, \*Learning Theories, Research Projects  
The relationship between learning ability and intelligence has continually been a focus of theory and research. It is argued in this paper that the inconclusive results of studies relating individual differences variables such as intellectual abilities to learning are due to a too pragmatic, theoretical orientation. Theoretical models explicating the role of individual differences constructs are examined in a developmental context and compared with empirical efforts to cross-link components of intelligence and learning. In contrast to earlier evaluations, this review suggests that cross-linkages are often meaningful, systematic, and interpretable and that they may form the building blocks for inclusive conceptualizations of intellectual development which pay attention to both treatment and individual differences variance. (Author)

ED 097 594 CG 009 199

Burks, Jayne Burress

A Delphi Study of the Future of the Family.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (Wichita, Kansas, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Adjustment (to Environment), \*Family (Sociological Unit), \*Futures (of Society), Group Dynamics, Interpersonal Relationship, Parent Child Relationship, Research Projects, \*Social Change  
Identifiers—\*Delphi Method

Using the Delphi method, this study focused on the future of the family. The purposes of this study were twofold: (1) to study current trends having impact on the function and structure of the American family; and (2) to adapt the Delphi method to the study of social change. It concluded that a consensus exists between professional sociologists and a group of nonprofessional adults in regard to the family as an institution. Also, the Delphi method was found to be successful in assessing and predicting change in the family unit. (Author/EK)

ED 097 595 CG 009 211

Hillman, Bill W. And Others

Activity Group Guidance: A Developmental Approach for Counselors.

Pub Date 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Activity Learning, Adolescents, Counselors, \*Developmental Guidance, \*Group

Activities, \*Group Counseling, Program Descriptions, Self Actualization

This document discusses Activity Group Guidance (AGG) which is viewed as a useful tool for counselors who wish to include developmental guidance as part of their programs. AGG is a process in which group participants experience and discuss one or more guidance principles through the planning and completing of some task or project. One group purpose calls for the leader and group members to work together to complete the task. A second purpose is to use the group process and experiences involved in completing the project to learn a guidance principle. The content of AGG includes a planned cognitive and/or psychomotor activity with an affective focus. The three stages usually involved in the process of implementing a group session are: (1) warmup discussion, (2) activity implementation, and (3) followup discussion. The author describes and evaluates a comprehensive AGG program. Specific suggestions are offered to counselors who wish to start activity groups in their own schools. (Author/PC)

ED 097 596 CG 009 221

Banks, Donald L.

Proxemic Behavior as a Function of Race and Sex. Pub Date Aug 73

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Behavior Patterns, Distance, Individual Development, \*Racial Differences, Research Projects, \*Sex Differences, Social Influences, \*Social Relations, \*Space Orientation  
The utilization of personal space as a function of race and sex was the subject of this investigation. The specific focus of the study was to discover if blacks within American society learn and enact different personal space definitions from those of the majority culture. A 2 x 2 factorial analysis of variance with repeated measures on two factors was employed. Subjects were exposed, via video tape stimulus material, to four social interaction scenes in which the race and sex of the model and confederate were systematically varied. Results showed significantly different preferences for social interaction distances between black and white subjects. Interpretation of these results is discussed from the possible causative factors to be found in the social psychology of American society. (Author)

ED 097 597 CG 009 222

Bonoma, Thomas V.

Power as a Factor in Unilaterality and Bilaterality

Coercive Situations.

Pub Date Sep 74

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Conflict, \*Interaction Process Analysis, \*Power Structure, \*Relationship, \*Social Action, \*Social Behavior, Speeches

This paper discusses the concept and definition of social power as it relates to an understanding of social behavior at all levels. The author attempts to differentiate power situations in which the flow of influence is primarily unilateral from an identifiable source to a target, from those in which there is a more dynamic give-and-take between the interacting entities. He argues that while we know a great deal about the former (unilateral) types of interactions, we know very little of the latter. This is unfortunate, for it is the latter (bilateral) type of power relationship which characterizes much of social life. The author attempts to delve into some of the differences inherent in these various kinds of power relations regarding the decision to trust or not to trust another person, organization, or nation. He focuses on the variable of trust rather than on that of social cooperation, since the latter variable can be elicited in numerous ways that do not imply genuine "cooperativeness" as existing between parties to conflict. (Author/PC)

ED 097 598 CG 009 224

Caskey, O. L.

Counselor Education Curricula - The Spring of Hope, the Winter of Despair.

Pub Date Jan 74

Note—10p.; Paper presented at the EPDA Workshop (University of New Mexico, January 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Counseling Instructional Programs, \*Counselor Characteristics, Counselors, \*Curriculum Evaluation, Curriculum Planning, \*Educational Objectives, \*Program Improvement, Speeches, Theories, Training Objectives

In this speech, the author discusses the task of curriculum design in counselor education. He focuses on several component parts of this difficult task, including developing a theory of curriculum, defining counseling—its goals and outcomes, and explaining counselor characteristics. Only when these more general questions have been answered in a manner which reflects the commitment of an institution and a staff can the more typical steps of curriculum planning be undertaken. The specifications of courses, the allotting of credit hours, and the formulation of degree plans are mechanical and relatively unimportant aspects when compared to the fundamental concepts which undergird a program's reason for being. If a curriculum becomes a superficial arrangement of academic experiences providing little substance and preparing the individual to do little more than he would have been able to do without the program, then the problem most likely lies in failure to decide what kind of program to propose, and to develop outcomes with which all can be satisfied. (Author/PC)

ED 097 599 95 CG 009 225

Conrad, Rowan W.

A Brief Overview of the Mountain-Plains Program.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 74

Contract—NE-C-00-3-0298

Note—10p.; Paper presented at the Annual Meeting of the Western Canadian Guidance and Counseling Association (Calgary, Alberta, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Counseling, \*Economic Disadvantage, \*Human Development, Program Descriptions, \*Rural Population, Speeches, Students, \*Vocational Development

Identifiers—Montana, \*Mountain Plains Program

This report discusses the five-year history of the Mountain-Plains Education and Economic Development Program. In broad terms, the program is viewed as a human development program and not simply as a technical training program. The adult population it serves is defined as rural disadvantaged, and the primary selection criterion is un/underemployment. Intensive developmental career guidance including awareness, exploration, and choice is the critical area of the core curriculum, although other important general need areas (health education, consumer education, parent effectiveness training, and home management training) are also addressed. After a career choice is made, students enter specific career preparation programs which include work experience and permanent job placement. The unique aspect of the program design is that entire families participate in the program. Based on research and experience, the program developers found that putting an individual into an artificial program environment, working with him, and then returning him to his unaltered family environment pre-assure a high failure rate. The author attempts to inform others about the program and to stimulate a new interest in the "un/visible" foundations of educational approaches, particularly those for disadvantaged adults. (Author/PC)

ED 097 600 CG 009 226

Emmerich, Walter

Recent Structural Approaches to Personality Development.

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Behavior Development, \*Classroom Observation Techniques, Disadvantaged Youth, Individual Characteristics, \*Individual Differences, \*Measurement Techniques, \*Personality, Preschool Children, Research Projects, Social Development



This document addresses itself to the broad topic of recent structural approaches to personality development and to the major research problem of structural consistency and change in young children's social behaviors. As part of a larger longitudinal study, the author assessed the classroom personal-social development of economically disadvantaged urban preschool children, using observation procedure applied to the free play periods of preschool programs. There were two observations on each child. Results included the identifying of configurations of preschool personal-social behaviors which turned out to be familiar in their dimensionality and very similar at both measurement periods. These static structures were then considered more dynamically in terms of multiple gradients for behavior change. Certain determinants of personal-social behavior and change were then investigated, and findings were viewed as interpretable in relation to alternative theories of personal-social development. (Author/PC)

**ED 097 601** CG 009 241  
Parent Involvement: A Key to Better Schools.  
National Education Association, Washington, D.C.  
Pub Date 72  
Note—64p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 054-11608)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Books, \*Developmental Programs, \*Education, Elementary School Students, Inservice Programs, \*Parent Participation, \*Parent School Relationship, \*Program Development  
This manual describes a parent involvement program on the elementary level. Although the primary aim of such a program is to broaden the learning opportunities of each child through increased personal attention and support, there are also many advantages for the teacher, the school, and the parents. The teacher has more time to devote to the professional aspects of teaching and is able to learn more about the individual child; the school is able to obtain skills and services from parents which might not otherwise be available due to financial limitations; and the parents are able to share in their children's development and to enrich their own lives through meaningful contributions to their community. The manual shows how parents can aid teachers, and provides guidelines for planning, implementing, and evaluating such a program. Several pages are devoted to suggested activities which may be assigned to parents, ranging from clerical tasks to large group activities. A reference list is provided for additional help in planning for parent involvement. (Author/PC)

**ED 097 602** CG 009 242  
Crescents: Phenomenology and Fond Memories of Bill Kell.  
Pub Date [74]  
Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Changing Attitudes, Concept Formation, \*Counseling Effectiveness, \*Critical Thinking, Speeches, Therapeutic Environment, \*Therapists, Therapy, \*Thought Processes  
The author clarifies, in a memoir address, how he experiences phenomenological ideas and how they apply to therapy and supervision. The phenomenological method called "epokhe" is defined as the "suspension of preconceptions" or "judgments" concerning a series of events, and, as a result, the achievement of greater clarity in experiencing those events. Changing or suspending feeling reactions is viewed as central to therapeutic effectiveness. This is the purpose of epokhe—to eliminate blinders in order see phenomena freshly. Discussion centers on specific therapeutic and praxis experiences where epokhe can be exercised. The author also relates how a person learns to suspend judgments by first intending or wanting to experience differently. From a phenomenological perspective, meaning emerges as one focuses on experience. As the experience is described and entered, the confusion and meaninglessness drops away, and structures beneath it or within it become apparent. (Author/PC)

**ED 097 603** CG 009 244  
Fink, Ruthena S.

The Macalester Class of 1973: Concerns About the Future.  
Macalester Coll., St. Paul, Minn.  
Pub Date [74]

Note—9p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Career Planning, \*College Students, \*Educational Experience, \*Human Development, \*Planning, \*Social Experience, Surveys  
In the spring of 1973 Macalester College seniors were sent a questionnaire asking them to assess their college experiences and their plans for the future. Among the questions included in the instrument was an open-ended item asking them: "What are the most important concerns that you see yourself having to face in the next few years?" Three hundred and seventy-three seniors received questionnaires; 242 (65 percent) returned completed instruments to the Office of Educational Research and of these, 212 seniors stated at least one concern. Analysis of the concerns indicated that they fell primarily into the areas of: Job and Career, Understanding Oneself, Interpersonal Relationships, and Life Style. (Author)

**ED 097 604** CG 009 246  
Heslin, Richard Blake, Brian  
The Involvement Inventory and Drug Use Among High School Students.  
Pub Date [74]  
Note—27p.

Available from—Richard Heslin, Department of Psychological Sciences, Purdue University, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Drug Abuse, \*Individual Characteristics, \*Interpersonal Relationship, \*Measurement Instruments, \*Personality, Research Projects, Secondary School Students, Speeches, Test Validity

**Identifiers**—\*Involvement Inventory  
The Involvement Inventory, an instrument that measures a respondent's active involvement in life in three arenas—people, things, and ideas—was examined to determine its concurrent validity and ability to differentiate among high school students who have varying involvement with drugs. The inventory related well to other scales which measure related characteristics. Furthermore, through use of the inventory it was discovered that adolescent drug users, instead of being withdrawn and marginal, were interpersonally active and outgoing and, instead of being hostile and cynical, tended to be cognitively passive and accepting of others' ideas and pronouncements. It was also discovered, in passing, that high school boys become more generally active during high school, and high school girls become more passive as they move from the sophomore to senior year. (Author)

**ED 097 605** CG 009 247  
Kaufman, Gershen  
On Shame, Identity and the Dynamics of Change.  
Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (62nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Affective Behavior, \*Behavior Change, \*Counselor Role, Identification (Psychological), \*Interpersonal Relationship, Psychological Patterns, Speeches, Theories, \*Therapy

**Identifiers**—\*Shame  
This paper presents a theory of shame development and resolution. Shame is a primary effect that is induced interpersonally. Shame induction occurs when one significant person breaks the interpersonal bridge with another. Following internalization of shame within the personality, shame activation becomes an autonomous function of the self and the sense of shame lies at the core of one's identity as a person. Therapy needs to aim at dis-internalizing shame, enabling the client to effectively cope with the sources of shame without internalizing that effect, and enabling the client to affirm himself from within. Most importantly, within the therapeutic relationship, the therapist needs to return internalized,

autonomous shame to its interpersonal origins, thereby reversing the developmental sequence. (Author)

**ED 097 606** CG 009 295  
Alperon, Erna Dosamantes  
Increasing Facilitator Effectiveness by Bridging Two Modes of Consciousness.  
Pub Date 74

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Behavior Theories, Communication (Thought Transfer), \*Counseling Theories, \*Counselor Training, \*Educational Theories, \*Experience, Protocol Materials, \*Psychotherapy, Speeches

**Identifiers**—\*Movement Therapy  
To fully explore the range of our human consciousness, we must have access to all available modes of experiencing: the bodily-implicit and the rational-explicit. To the extent that we become alienated from our bodily-felt side, we respond solely in terms of what the external situation demands. We lose sight of our own feelings and needs and function only in accordance with the expectations of others. To the degree that we fail to make explicit our internally felt experience, we limit the impact and exchange that we may have with others. The purpose of this paper is to demonstrate how a movement therapy process that includes movement, imagery, and verbalization as one unified experience can be facilitative to psychotherapy-trainees. As a consequence of their exposure to such a movement therapy process, five psychotherapy-trainees became more effective facilitators in verbal therapy. The author claims that a process, such as movement therapy, that begins with the bodily-felt level and helps to extend this experiencing outward through verbalization, places an individual directly in touch with his own experiential process. A psychotherapist who contacts his experiential impasses in an implicit-bodily way, is then better able to adopt an intuitive, empathic attitude toward the concerns of his own clients. (Author)

**ED 097 607** CG 009 296  
Anchor, Kenneth N.  
Personality Integration and Successful Outcome in Individual Psychotherapy.  
Pub Date May 74

Note—7p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Counseling Effectiveness, \*Helping Relationship, Individual Psychology, \*Personality Studies, \*Psychotherapy, Research Projects, \*Sex Differences, Speeches

**Identifiers**—\*Tennessee SELF Concept Scale  
Successful and unsuccessful outcomes in 24 therapy dyads were analyzed according to client-therapist personality integration (pi). Results indicated that successful outcome was most likely to occur when both client and therapist were high pi. Failure was most frequent among mixed sex dyads with discrepant pi differences. Implications for effective client-therapist matching were discussed. (Author)

**ED 097 608** CG 009 297  
Anchor, Kenneth N.  
Effects of Television Viewing in an Experimental Aggression Paradigm.  
Pub Date 74

Note—18p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Aggression, Anti Social Behavior, Behavioral Science Research, \*Catharsis, \*Psychological Patterns, Speeches, \*Television Viewing, \*Violence

This investigation used a convergent measures design to explore the relationship of television viewing habits and preferences to experimentally emitted aggressive behavior. The catharsis argument posits that watching programs high in aggressive content provides a socially adaptive outlet for involvement with aggression. Groups of college and noncollege educated psychiatric pa-



tients and college educated normals were compared according to their television habits and their response to the dependent measure. The dependent measure used a modified Prisoner's Dilemma Game in which S was given 10 "zap" options which, if exercised, enabled S to (maladaptively) aggress against another at a cost to himself. Results lent only mixed support to the catharsis argument. Findings suggested that as a predictor and determinant of subsequent behavior, television preferences must be considered along with situational and personality variables. (Author)

**ED 097 609** CG 009 299  
Harlow, Steven D.  
Challenge to Open Education.  
Pub Date Jun 74

Note—19p.; Paper presented at the Symposium on the Role of a Psychologist in Society (Lincoln, Nebraska, June 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Discovery Learning, \*Open Education, Open Plan Schools, \*Progressive Education, Speeches, \*Student Centered Curriculum, Symposia

This paper deals with some of the characteristics of good open education as espoused by its proponents. It then discusses the three types of relational patterns which are exhibited by children in the classroom. According to the author, these three relational patterns demonstrate that the ability to handle an open classroom situation varies enormously from one child to another. Thus, approaches to enhance independent learning and creative expression must be varied. Finally, the article deals with the efficacy of open education vis a vis its ideals. (Author/HMV)

**ED 097 610** CG 009 303  
Lamiell, James T. Phares, E. Jerry  
Internal-External Control and Responses to Others Needing Assistance.  
Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Analysis of Variance, Individual Differences, \*Locus of Control, Psychological Characteristics, \*Reinforcement, Research Projects, \*Response Mode, \*Responsibility, Speeches

Internal-external control is an important individual differences variable that was introduced in a systematic series of social learning studies by Rotter. The I-E dimension refers to the degree to which people view themselves as responsible for the occurrence or lack of occurrence of reinforcement (internals), as opposed to viewing luck, fate, chance, or powerful others as being responsible (externals). The present investigation was concerned primarily with how individual differences along the I-E dimension would relate to various reactions to others in need of assistance. Subjects were 146 male and female college students (66 externals and 69 internals). A number of situational manipulations were included in this investigation. Reaction was observed as the subjects were confronted with: (1) a Korean war veteran, (2) an ex-convict, and (3) a welfare client. The data were analyzed through a 2x2x4 ANOVA design. Results indicate that internals and externals do indeed differentially attribute responsibility for others' behavioral outcomes. Also, reactions to others needing assistance are mediated to some extent by subjective attribution of responsibility. (Author/HMV)

**ED 097 611** CG 009 316  
Prospectus [Rhode Island]: 1973-74.  
Rhode Island Coll., Providence.  
Pub Date May 73

Note—31p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—College Programs, \*Counseling Centers, \*Counseling Services, Guidance, Program Descriptions, Services, \*Student Personnel Services

This report is an attempt to delineate more effectively planning for the delivery of services in the Office of Counseling Services at Rhode Island College. As Erickson and Tickton have previously emphasized, an "adequate" plan for allocation of

any array of resources must begin with a descriptive statement if the agency intends to meet those objectives in a very specific manner. This report is the result of such assimilative planning according to those guidelines, and presents discussion on such topics as institutional context, college objectives, objectives of professional programs, objectives of the Office of Counseling Services, allocation of manpower and resources, and mental health delivery. (Author/CJ)

**ED 097 612** 95 CG 009 320  
Title III in Guidance and Counseling. The Title III Quarterly, Winter 1973.

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Pub Date 73

Note—44p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Counseling, \*Federal Programs, \*Guidance Counseling, Periodicals, \*Pupil Personnel Services

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This Winter 1973 issue of the Title III Quarterly includes articles on such topics as (1) guidance in career education; (2) an innovative approach to decentralizing and individualizing pupil services; (3) a team approach to guidance; (4) new dimensions in the use of guidance personnel; and (5) a comprehensive program for improving guidance services in Texas. It also includes several short descriptions of innovative counseling programs across the nation, several editorials by persons well-known in the field of guidance and counseling, and a state-by-state listing of ESEA Title III projects in guidance and counseling. (HMV)

**ED 097 613** CG 009 322  
Angle, Harold L.  
Examination of Job Satisfaction Data in the U.S. Marine Corps Task Analysis Program.  
Pub Date Aug 74

Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Armed Forces, \*Job Satisfaction, Need Gratification, Questionnaires, Research Projects, \*Work Attitudes

Identifiers—Marines

Objective job satisfaction questionnaires were administered to more than 26,000 U.S. Marines, as part of the Marine Corps' occupational task analysis of 16 separate occupational groups over a three-year period. Results indicate that intrinsic job factors are more potent than extrinsic factors, both as satisfiers and as dissatisfiers. Satisfaction with present job was moderately related to the decision to reenlist, with two groups of factors dominant: intrinsic factors related to job content; and extrinsic factors related to supervision and fair treatment. Satisfaction with overall career bore a much stronger relationship to the reenlistment decision, than did satisfaction with present job. Results were discussed in terms of possible differences between Marines and civilian personnel in their perception of their jobs. Development of a new job satisfaction instrument for use with future Marine Corps task analysis projects was outlined. (Author)

**ED 097 614** CG 009 324  
Boehm, Virginia R.  
Changing Career Patterns for Women in the Bell System.  
Pub Date Aug 74

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Opportunities, \*Equal Opportunities (Jobs), \*Females, Program Descriptions, Sex Stereotypes, Speeches, \*Telephone Communications Industry, \*Working Women

The Bell system is the largest nongovernmental employer of people in the country, and over 50 percent of the people employed by its systems are women. This paper deals with the new personnel policies concerning women within the Bell system; in particular, it describes the AT & T Management Assessment Program (MAP), the

vehicle used to identify women with middle management potential. The MAP is a two-day assessment program wherein the candidates are observed in a variety of group and individual management simulations, and evaluated as Recommended, or Not Recommended, for middle management positions. Those women recommended are then offered the opportunity to participate in a career development plan. The paper also describes possibilities for advancement for women in nonmanagement positions. (Author/HMV)

**ED 097 615** CG 009 327  
Parent Ratings of Behavioral Patterns of Youths 12-17 Years. Vital and Health Statistics Series 11, No. 137.  
National Center for Health Statistics (DHEW), Rockville, Md.  
Report No.—DHEW-HRA-74-1619  
Pub Date May 74

Note—66p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order No. DHEW-HRA-74-1619; \$1.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Adolescents, \*Behavior Patterns, \*Growth Patterns, Individual Development, \*Parent Child Relationship, Research Projects, Statistical Surveys, Teenagers

This report presents basic data on parent ratings of certain behavioral patterns related to growth and development by sex and age for youths 12-17 years of age in the noninstitutionalized population of the United States. The data were obtained from the Health Examination Survey of 1966-70 and should provide information on the behavior of adolescents in the general U. S. population that previously has been unavailable or inadequate. These findings are based on responses given on a self-administered medical history questionnaire. A total of 6,768 youths were examined. A descriptive analysis has been made of the parents' ratings concerning the general health, peer relations, mental development, and emotional health of their offspring. Certain general findings are summarized and compared with results from previous studies of the behavior and development of adolescents. Specific behavioral patterns are examined in relation to general and emotional health evaluations and assessments of mental development. (Author)

**ED 097 616** CG 009 334  
Denner, Bruce  
Corruption of Client Advocacy in a Community Mental Health System.  
Pub Date 74

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Change Agents, \*Mental Health Programs, \*Nonprofessional Personnel, Program Effectiveness, \*Program Improvement, Psychological Services, \*Role Conflict, Speeches

Identifiers—\*Advocacy

This speech discusses client advocacy, a paraprofessional service offered in many community mental health centers to help bridge the gap between therapist and client. While having an advocate on the mental health team is an attractive idea, these client advocates are quite susceptible to "corruption." The author discusses two major causes of this "corruption": (1) role confusion—the tendency for workers to slide back into doing therapy while purporting to be doing advocacy, consequently corrupting both; and (2) role instability—the destroying of client advocacy by the depersonalizing, alienating mode of organizing community mental health centers. The author is convinced that client-advocates can be effective change agents when they are not confused by the conflicting roles of advocate and therapist, and when their efforts are not being undermined by a paternalistic system. He offers several steps which can be taken to strengthen the position of the client-advocate. (Author/PC)

**ED 097 617** CG 009 344  
Delaney, Daniel J. Tovian, Steven M.  
The Application of Discriminant Analysis to Determine High School Dropouts from Non-Dropouts.

Pub Date [72]

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Comparative Analysis, \*Dropout Characteristics, \*Dropout Research, Research Projects, \*Secondary School Students, \*Student Characteristics

This study attempted to distinguish high school dropouts from non-dropouts by the use of discriminant analysis from data obtained in a dropout intervention project. The variables examined were taken from data forms used in the project and based on past literature on the subject of high school dropout prevention. It was found that significant differences between dropouts and non-dropouts do exist. Those factors which appear highly significant include year in school, IQ scores, grade point average, race, number of siblings in the family, number of skipped classes, and number of detentions. It was also found that these differences accounted for approximately 13 percent of the variability between the two groups. (Author)

ED 097 618

CG 009 348

Brown, George H.

Drug Usage Rates as Related to Method of Data Acquisition. Technical Report No. 74-20.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Behavioral Science Research Labs, Arlington, Va.

Report No.—HumRRO-TR-74-20

Pub Date Aug 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Adults, \*Bias, \*Data Collection, \*Drug Abuse, Military Service, Research Projects, Social Attitudes, \*Surveys

Assessing the extent to which survey results vary as a function of how the data was collected provides a sounder basis for interpreting the magnitude of a problem implied in a particular set of survey results. This study was concerned with drug abuse in the Army, and was directed at comparing reported drug rates obtained by a variety of data-gathering procedures. It was assumed that whichever methods of data collection yielded the highest rates of usage were probably the most valid. Two separate studies were conducted, using different methodologies. In Study 1, a comparison was made between the drug usage rates yielded by an anonymous questionnaire and in-depth personal interviews conducted under nearly ideal interview conditions. In Study 2, the effect of type of administrator on drug usage rates obtained by the questionnaire was examined. The methodological finding in both of the studies showed that obtained drug usage rates, using several criteria, did not differ significantly for the several modes of collection. The study also presents supplemental findings on drug usage rates. (Author/PC)

ED 097 619

CG 009 351

Harlan, Anne And Others

Sex, Productivity and Reward in Academe.

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Faculty, Comparative Analysis, \*Females, \*Productivity, \*Professional Personnel, Research Projects, \*Rewards, Sex Differences, Social Factors, Speeches

This study attempts to utilize more refined measures of rewards and productivity than have been employed in past research in an effort to determine whether differences in rewards offered to men and women exist, and if they do, whether such differences can be explained in terms of differing rates of productivity. A 10-page questionnaire was developed with 27 productivity measures, 15 reward measures, and demographic information. Results showed that differentiation of rewards does exist with respect to pay. Entry level pay and current level pay were significantly less for women than men. No sex related differences were found, however, on other reward measures such as the number of graduate students taught or advised, office or telephone, research assistant time, or convention expenses, with the exception of job rank which revealed that women faculty have a lower current rank

than men. Additional discussion on productivity measures is presented. (Author/PC)

## CS

ED 097 620

CS 001 249

Plattor, Emma E.

Reading Is Every Teacher's Business.

Pub Date Mar 69

Note—13p.; Keynote address presented at the Professional Development Reading Seminar (Swan River, Manitoba, March 26, 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Content Reading, Critical Reading, \*Developmental Reading, Elementary Education, Reading Ability, Reading Comprehension, Reading Diagnosis, \*Reading Instruction, Reading Processes, Reading Programs, \*Reading Skills, Secondary Education, Teacher Attitudes

The key role of reading as a receptive skill in the communication process has long been recognized. Reading instruction must be a planned, sequential, continuous process from kindergarten through grade 12. Reading is a complex task which requires the ability to perceive visually and auditorily, to think abstractly and critically, and to apply what is thought about to one's behavior. Readers must be taught independence, and specific abilities must be developed in the content areas. A comprehensive reading program requires an eclectic approach and an abundance of reading materials. Reading has been and must continue to be an essential element in an instructional program which produces critical thinkers who can communicate effectively and efficiently in the oral and written symbols of their language. It is every teacher's business to meet that goal. (TO)

ED 097 621

88

CS 001 309

Prevention, Diagnosis of Reading Problems. Interim Evaluation Report, July 1, 1972-June 30, 1973.

Independence School District 30, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Bureau No.—35-72-0005

Pub Date Sep 73

Note—43p.; Appendix A may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Early Childhood Education, Grade 1, \*Inservice Teacher Education, Kindergarten, \*Learning Modalities, Prereading Experience, Reading Development, \*Reading Instruction, Reading Programs, \*Reading Readiness, \*Reading Skills

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Independence (Missouri) School District Title III Project is an inservice program for kindergarten and first grade teachers. The overall objective is to train the teacher to identify the child who needs help in developing the modalities necessary for all learning and for learning to read in particular. In the first year program, 88 teachers serving 2,328 kindergarten and first grade students participated with 632 children identified as deficient in one or more of the 10 skill areas considered basic to reading. Teachers focused preventive and/or constructive procedures in only the area(s) identified as being deficient. Both background information concerning reading skill development and learning modality development and techniques of detection, prevention, and/or correction were provided the teachers in university classes, workshops, and through assistance from local educational consultants and university graduate assistants. End-of-the-year test results indicate that the goal of 60 percent growth was achieved in six of the basic prereading areas. A comparison of 1972 and 1973 kindergarten students showed an overall improvement in ability to cope with the formal reading skills introduced in the first grade. Overall teacher reaction to the program was favorable. (TO)

ED 097 622

CS 001 353

Miller, George A., Ed.

Linguistic Communication: Perspectives for Research; Report of the Study Group on Linguistic Communication to the National Institute of Education.

International Reading Association, Newark, Del. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—53p.; Report of a Study Group on Linguistic Communication in Hyannis area of Massachusetts, August 13-24, 1973

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Stock No. 929, \$2.00 nonmember, \$1.50 member)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), \*Educational Objectives, \*Educational Research, Educational Strategies, \*Linguistics, Reading Comprehension, Second Languages, Social Influences

This publication, which is divided into three parts, contains the report of a study group of the National Institute of Education which met to investigate some of the problems of linguistic communication. Part 1 summarizes the general point of view of the group. Part 2 discusses objectives, strategies, current status, and time scale. Part 3 describes research activities which cover the social and developmental context with influences outside the classroom, characteristics of teachers and classroom, characteristics of the reader, influence on reading of dialectal variation, and the processes of reading and writing, especially basic literacy, comprehension of language, writing, and second language learning. The study group recommends a program of research and development on learning and instruction in the elements of linguistic communication—reading, writing, listening, speaking—including interactions among these elements. (SW)

ED 097 623

CS 001 355

Perelle, Ira B.

Attention to Stimulus Presentation Mode as Related to Sex.

Pub Date Sep 74

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aural Stimuli, Elementary School Students, \*Learning Processes, Reading Instruction, \*Reading Research, \*Sex Differences, \*Visual Stimuli

This study examines attention to stimulus presentation mode (SPM) by children when subdivided by age and sex, and the interaction between these variables. Except for the crossover period, female and male subjects' responses to auditory and visual stimuli follow the same general pattern; younger subjects respond at a greater rate to visual stimuli. Additional research also shows that subjects' sex provides a significant interaction with age during the crossover period. Even though this study did not attempt to assign a cause to the crossover phenomena, there are several possibilities. The crossover ages are approximately those of puberty, so the possibility of maturational process exists. It is also possible that as reading level increases attention shifts to the visual mode, and the sex difference could be related to the earlier reading behavior of females. There could also be some sociocultural factors. (SW)

ED 097 624

CS 001 356

Begin in Delight—End in Wisdom: Right to Read in Tennessee.

Tennessee State Dept. of Education, Nashville.

Pub Date 74

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Basic Reading, Reading Development, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Skills

Identifiers—\*Right to Read, Tennessee

This document consists of 11 brochures developed for the Right to Read program in Tennessee. Each brochure addresses a different topic.

"Introduction" discusses the program's objectives and an effective developmental reading program; "A Positive Approach" looks at why many students fail to become efficient readers and discusses the development of a positive and balanced reading program; "What is Reading" discusses the reading process; "Language Development: The Foundation for Success in Reading" provides suggestions for a language development program; "A Successful Beginning for Every Child" presents questions and answers related to problem readers; "The First Component of a Developmental Reading Program" discusses direct instruction in building skills; "The Second Component of a Developmental Reading Program" presents steps in planning for personal reading for pleasure; "The Third Component of a Developmental Reading Program" discusses the application of reading and study skills in the content areas; "The Fourth Component of a Developmental Reading Program" looks at research skills; "Reading Tests—Dangers and Limitations" discusses the limitations of standardized tests; and "Phonics—Some Questions" looks at the use of phonics in reading instruction. (WR)

ED 097 625 CS 001 361

Land, James L.

**Sex Role Stereotyping in Elementary School Readers, Grades 1-6, Adopted by the State of Indiana for the Years 1973-78.**

Pub Date 74

Note—182p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-19,448, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

**Descriptors**—Basic Reading, Doctoral Theses, Elementary Grades, \*Reading Materials, \*Reading Research, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, Textbooks

The purpose of this study was to determine if sex role stereotyping occurs in elementary school readers and, if it does, to what extent. The study examined and classified the roles, relationships, activities, treatments, generalizations, future directions for life and work, and the relative importance assigned to male and female characters in elementary school readers. The sampling for the study consisted of 280 stories in 56 elementary school readers, grades 1-6. Data collected from the stories were viewed collectively for all series of elementary school readers. Based on the findings, it was concluded that females in elementary school readers were: less frequently represented in terms of numbers; less frequently represented in titles, central roles, and stories; represented in stereotyped roles; represented in subordinate, home-related roles; represented as being best fit to be helpmates to males; represented less frequently than males as intelligent, capable people; frequently the recipients of derogatory comments; and frequently represented in situations which reinforce culturally conditioned sexual characteristics. (Author/WR)

ED 097 626 CS 001 362

Weiss, Lucile S.

**A Compensatory Reading Program for the Community Junior College.**

Pub Date 74

Note—136p.; Ed.D. Dissertation, Florida Atlantic University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-20,597, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

**Descriptors**—Disadvantaged Youth, Doctoral Theses, Junior College Students, \*Language Experience Approach, Reading, \*Reading Improvement, Reading Instruction, \*Reading Programs, \*Reading Research, \*Remedial Reading

The purpose of this study was to determine if a compensatory reading program based on the language experience approach could raise the reading level of underachieving disadvantaged students in the community junior colleges to a level commensurate with their ability and high enough for subsequent success in college level academic courses. Ninety-four entering freshmen needing compensatory reading instruction served as subjects. Forty-two of these were enrolled in the special services reading component, and 52 were enrolled in the experimental program. All subjects

were administered the Nelson Denny Reading Test—form A—and the revised Beta Examination, and produced a projective drawing of a person. The potential reading level of each student was calculated from the IQ score of the Beta Examination. The drawings were evaluated on five criteria as a measure of self-concept. During the final week of instruction, the subjects produced a second drawing and were administered the Nelson Denny Reading Test, form B. The results indicated no significant differences between the groups for vocabulary and persistence. There were significant differences for paragraph comprehension and total reading, and for one of the five criteria. (Author/WR)

ED 097 627 CS 001 364

Larsen, J. And Others

**Personality Traits and College Student Reading Skills.**

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—College Students, \*Individual Characteristics, Reading Improvement, \*Reading Research, \*Reading Skills, Self Help Programs

This document is concerned with studies of the possible relationship between the college reader and his personality traits. The results of the three studies reported gave evidence that there was a relationship between personality types and college reading skills. Introverted and introverted personality types were better readers. When students were given an opportunity to improve reading skills through a voluntary self-help program, all types responded in the same proportion as in the total freshman class. When disadvantaged students were placed in a special program that included personalized attention, those preferring feeling rather than thinking had a higher grade point average at the end of the term. When compared to the normal population of high school students, more of the intuitive students enrolled at the university. By utilizing personality type, college students might have a better understanding of their reading patterns. (SW)

ED 097 628 CS 001 365

Carlson, Ruth Kearney

**A Baker's Dozen of Personal Values of Children's Literature.**

Pub Date Aug 74

Note—20p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Children, \*Children's Literature, Critical Thinking, \*Literature Appreciation, \*Personal Values, Reading, Relevance (Education), Self Concept

There are 13 great values in reading children's literature. One of the greatest of these is an "engagement with life" which children capture as they become enguiled in reading the words of a talented author. A second value of reading literature is the appreciation of the glory and beauty of words, while a third value is called "heart knowledge," which is exemplified by Rebecca Caudill who writes of her Appalachian heritage. A fourth personal value of literature is hopeful dreaming and the extension of the imagination is a fifth personal value. A sixth value of children's literature consists of learning to enjoy humor and laughter. Assistance in making moral choices through illuminating experiences in stories is a seventh value, learning how to mature as a person is an eighth value, relevance in literature is the ninth, and improving the self image through literature is the tenth. The eleventh value is the insight which children's literature offers on sociological and cultural values. The twelfth and thirteenth values are the increasing of critical thinking abilities and the recognition that reading books constitutes the study of the "literature of the human race." (SW)

ED 097 629 CS 001 366

Siegel, Arthur I. And Others

**Techniques for Making Written Material More Readable/Comprehensible.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-74-47

Pub Date Aug 74

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

**Descriptors**—Armed Forces, Cloze Procedure, Psycholinguistics, \*Readability, Reading, \*Reading Comprehension, Reading Level, \*Reading Skills, \*Technical Writing, Vocabulary

This technical memorandum presents an outline of how to apply psycholinguistic and intellectual concepts in order to enhance the readability and comprehensibility of written materials. Guidelines for making the reader's task easier are provided, and some readability measurement procedures are also discussed. The contents include: "Increasing Readability/Comprehensibility," which discusses morphemes, sentence voice problems, negativity problems, self-embedding, depth, complementa, and branching; "Helping the Reader's Intelligence to Work Easily," which looks at deemphasizing vocabulary diversity, seeing generalizations, cutting down unnecessary details in figures and diagrams, repeating facts for the reader, organizing the material, and avoiding abbreviations; and "Measuring Readability," which discusses the use test, the comprehension test, rating by experts, the cloze procedure, element counting techniques, and more details on readability measures. (WR)

ED 097 630 CS 001 367

Johns, Jerry L., Ed.

**Literacy for Diverse Learners: Promoting Reading Growth at All Levels.**

International Reading Association, Newark, Del.

Pub Date 74

Note—124p.

Available from—International Reading Association, 800 Barkdale Road, Newark, Delaware 19711 (Stock No. 471, \$5.00 nonmember, \$3.50 member)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

**Descriptors**—Adult Students, Bilingualism, Dialects, Elementary Education, Intelligence, \*Literacy, \*Negro Students, Reading Achievement, \*Reading Instruction, Reading Materials, \*Reading Research, Remedial Reading, Secondary Education, Sex Differences

These 14 papers on literacy from International Reading Association conventions provide practical strategies and insights into factors which must be considered in programs for illiterates. Each section begins with focus questions to aid the reader in acquiring the basic intent of the articles. The three papers in section 1 deal with the issues of dialect, reading materials for black students, and bilingualism. Section 2 includes two articles which explore the research on intelligence and sex factors as they relate to reading achievement. Section 3 describes two programs for preventing reading difficulties of young children. Section 4 presents three programs that have been used with remedial readers, and section 5 contains a focus on research and programs for a variety of adult learners. Included at the end of each section is a selected bibliography of recently published and readily available books and articles for further learning. (SW)

ED 097 631 CS 001 368

Jackson, M. S.

**Reading Disability Experiment, Innovation and Individual Therapy.**

Pub Date 72

Note—79p.

Available from—Angus and Robertson (Publishers), Ltd., 102 Glover Street, Cremorne Junction, New South Wales 2090, Australia (1.50 pounds, cloth)

Document Not Available from EDRS.

**Descriptors**—Reading, Reading Improvement, \*Reading Instruction, Reading Research, Reading Skills, Remedial Instruction, \*Remedial Reading, \*Retarded Readers, \*Therapy

This book includes five reports of educational therapeutic work done with reading disabled children. Reports 1-3 describe innovative procedures practiced with individual children. Report 2 describes an experiment with a group of young children who in their second year at school had made scarcely any progress in reading. The procedures described, while specifically designed to aid severely disabled readers (dyslexics), have also been found to be beneficial to ordinary children. The approach described in report 1 is par-



ticularly suited to the secondary school pupil who is failing. The apparatus described in report 2 has been used with success not only to assist in reading but also to teach spelling at all levels. Report 4 discusses the tactics used by the parents of a reading disabled child to teach her to read. Report 5 discusses the reading process in relation to disabled readers. (Author/WR)

ED 097 632 CS 001 369

Gaulke, Mary F.  
Laubach Trained Volunteer Tutor Pilot Project  
1971.

Medford School District 549C, Ore.

Pub Date 72

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Elementary Education, \*Individualized Instruction, Individualized Reading, Reading, \*Reading Instruction, Teaching Techniques, \*Tutoring, \*Volunteers

Identifiers—\*Laubach Trained Volunteer Tutor Program

A pilot program, established at Griffin Creek School (Medford, Oregon) from September 1970 to June 1971, consisted of five Laubach-trained volunteer reading tutors, an experimental group of five fifth- and sixth-grade boys, and a control group of eighteen boys and girls in a regular classroom. The experimental boys, reading at a second- or third-grade level at the beginning of the project, met four days a week with their individual tutors and once weekly for an hour of group instruction. Control group students were reading at levels ranging from the second grade to the sixth grade. The Gates-MacGinitie Reading Tests (1965) were administered to both groups at the beginning and at the end of the project, with the experimental group receiving an additional testing in April 1971. Results showed that the range of reading gain for the experimental group was from nine to sixteen months, that 100 percent of the experimental group showed a gain in the comprehensive or vocabulary test sections, and that the range for the control group was from a loss of four months to a gain of 27 months, with 89 percent showing some gain in comprehension or vocabulary. Appendixes provide reading scores, a lesson plan guide, and a rationale for letter sound mnemonics. (JM)

ED 097 633 32 CS 001 370

Title I ESEA Application FY 74-75 of the Lorain [Ohio] City Schools Report.

Lorain City Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Educational Finance, \*Financial Support, Reading, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, School Funds

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This application, under Title I of the Elementary and Secondary Education Act covers the following areas: "Needs Assessment," which looks at how priority needs were determined, the use of standardized tests data, and the priority needs of educationally disadvantaged children; "Project Planning," which discusses eligible attendance areas, planning effect involving other agencies and other federal programs, and children from nonpublic schools; "District Wide Parent Advisory Council," which discusses the composition and activities of the council; "Parent Participation," which looks at solicitation of parent support and dissemination of information to parents; "Objectives," which presents student objectives for sequence recognition, letter identification, oral and written vocabulary development, auditory and visual discrimination, word analysis, comprehension skills, interest and appreciation for printed materials, and attitudes and behaviors; "Procedures," which discusses testing, staffing, in-service training, and materials; "Evaluation," which looks at data collection; "Dissemination of Project Findings," which presents how information will be disseminated; and "Appendix," which includes a list of measuring instruments and results. (WR)

ED 097 634

Watson, Pat, Comp.

Sequential Development of Some Basic Syllabication Skills.

Bellevue Public Schools, Wash.

Pub Date 72

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Consonants, \*Instructional Materials, Phonetic Analysis, \*Phonics, Reading, Reading Improvement, \*Reading Instruction, Reading Skills, Secondary Education, Structural Analysis, \*Syllables, Vowels

The purpose of this instructional unit is to help secondary school students gain proficiency in phonetic analysis. The format of the unit provides the student with practice, testing, and retesting. It contains controlled vocabulary lists for each area and attempts to establish overlearning and automatic response to several of the high frequency pronunciation generalizations in the language. The areas covered include: consonant sounds, short vowel sounds in closed syllables, long vowel sounds in open syllables, long vowel sounds with silent "E," compound words, break between doubled consonants, break between two sounded consonants, break before single consonants, ending syllables, the schwa sound, three syllable words and introduction to suffixes, and three and four syllable words and prefixes. Also included is an all area proficiency test. (WR)

ED 097 635 88 CS 001 373

Final Evaluation Report of the Sensory Adjustment for Effective Reading (SAFER) Project for the Encinitas Union School District.

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development; Encinitas Union School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—123p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Individualized Programs, Kindergarten Children, Primary Grades, Reading, \*Reading Diagnosis, \*Reading Improvement, Reading Instruction, \*Reading Programs, Reading Skills, \*Sensory Training

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This final report on Sensory Adjustment for Effective Reading contains information related to the two major objectives of the reading program: to diagnose and treat sensorily deficient kindergarten and primary children, and to individualize the kindergarten and primary reading program utilizing sensory information. Activities conducted to achieve these objectives involved screening tests for vision and hearing and diagnostic tests administered for language development, phonic needs, and reading level. Reading instruction consisted of a two hour reading period, one hour with a paid teacher aide and one with volunteer aides. Language experience was emphasized with dictated and creative story writing. Speech and phonic diagnosed students were provided experiences in small group or individual sessions with both teacher and teacher aide directing their learning. Evaluation of the program indicated that K-3 screening and diagnostic sensory testing was completed successfully and individualization did occur in 77 percent of the classrooms. However, treatment grade level groups did not achieve significantly over control groups in reading at posttesting. (WR)

ED 097 636 88 CS 001 374

Developing Reading Comprehension in Content Areas. Endof Budget Period Report and Final Project Report.

Orland Joint Union Elementary School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Pub Date Jul 73

Note—148p; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

CS 001 371

Descriptors—\*Content Reading, Elementary Grades, Junior High School Students, Reading, Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, \*Reading Skills, \*Social Studies

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The major objective of this project was to enable at least two-thirds of the students with reading difficulties contributing to below grade level performance at entry to grades four through eight to show an increase in reading comprehension of at least 1.2 levels of a standardized test at the year's end. Activities aimed at achieving this objective included: inservice workshops for target teachers; selection of target population following pretesting of all students in the grades involved; writing of commentary scripts to accompany each lesson throughout the social studies text; and recording the lesson, together with commentary materials and descriptive music when possible, to provide dramatic, workable, and usable reading lessons. A pretest was given to the students at the beginning of the school year, followed by a posttest at the completion of the year. The results indicated that target students in grades four and five made significant gains in reading comprehension when compared with control groups. Specific recommendations included: implementation of the program in grades three, four, and five; and statewide dissemination of the program. (WR)

ED 097 637 CS 001 375

Johns, Jerry L., Ed.

Musings and Marmalade (Some Thoughts on the Sticky Aspects of Reading.)

Northern Illinois Univ., De Kalb. Coll. of Education.

Pub Date 74

Note—128p; Papers presented at a three-week Reading Institute (Northern Illinois University, Summer, 1974)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

#### POSTAGE

Descriptors—Beginning Reading, Dyslexia, Grammar, Lesson Plans, Phonics, \*Psycholinguistics, Punctuation, \*Reading, Reading Difficulty, \*Reading Instruction, Semantics, Spelling

A result of a three-week reading institute at Northern Illinois University during the summer of 1974, this publication consists of papers focusing on various aspects of reading from a psycholinguistic perspective and strategy lessons to be used in the development of effective and efficient readers. The contents include five sections: "Moving to Meaning: Purpose and Core of the Reading Process"; "Foniks: Opinions and Reasoned Arguments"; "The Miscue (Or Error)?" "Punctuation (!), In to na shan, and Learning"; and "Strategy Lessons," which contains 16 lesson plans on specific topics. An appendix consists of lyrics for a song titled "Psycholinguistics." (JM)

ED 097 638 CS 001 377

Motta, Janice And Others

Meaning Levels in Reading.

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*English (Second Language), \*Reading, Reading Ability, \*Reading Comprehension, Reading Development, Reading Improvement, Reading Instruction, \*Reading Skills

Identifiers—\*Right to Read

This paper presents the six levels of meaning in reading and discusses them in relation to the sub-skills which the English-as-a-second-language (ESL) reader must acquire in order to fully understand the author's message. The contents include: "Meaning," which presents the six levels of meaning—knowing, comprehending, applying, analyzing, synthesizing, and evaluating; "Knowing," which discusses knowing word structure, recognizing sentence structure, knowing word function, knowing the function of punctuation, knowing denotative meaning, and recalling specific information; "Comprehending," which looks at understanding of the message and restating the message; "Applying," which discusses forming generalizations, making inferences, and drawing conclusions; "Analyzing," which discusses identifying sequences, identifying main ideas, detecting connotative meaning, identifying



figurative language, and discovering relationships; "Synthesizing," which looks at creating new ideas; and "Evaluating," which discusses self-appraising of biases, judging information as valid or invalid, evaluating information as fact or opinion, assessing propaganda, and evaluating the quality of the written word. (WR)

ED 097 639 CS 001 378

Levin, Joel R. Guttman, Joseph

**Strategies in Reading Comprehension: Individual Differences in Learning from Pictures and Words (A Footnote).** Technical Report No. 300. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-300

Pub Date Feb 74

Contract—NE-C-00-3-0065

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Illustrations, \*Learning, Learning Theories, Reading, \*Reading Achievement, \*Reading Comprehension, \*Reading Research, Reading Skills

In a recent experiment it was discovered that although many children learn uniformly well (or poorly) from pictures and words, others learn appreciably better from pictures. The present study rules out an alternative explanation of those data—which had been produced on a single learning task containing both pictures and words—by obtaining predictably different "learner type" profiles under independently administered picture- and word-learning tasks. (Author)

ED 097 640 CS 001 381

Siegel, Arthur I. And Others

**Increasing and Evaluating the Readability of Air Force Written Materials.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-74-28

Pub Date Aug 74

Note—87p.; See related document CS 001 383

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—\*Armed Forces, \*Readability, Reading, \*Reading Comprehension, Reading Instruction, Reading Level, \*Reading Materials, Reading Research

Identifiers—\*Air Force

This report describes how to apply techniques that have been used in measuring the readability/comprehensibility and reading level of textual materials. A review of available readability/comprehensibility measurement techniques and of previous experimental studies into methods for developing such techniques is presented. As a result of this review, techniques for reading level determination and methods for increasing the readability/comprehensibility of textual materials are discussed. Instructions are provided in a step-by-step fashion for determining the reading level of written material and for presenting subject matter material through methods other than prose. In addition, procedures for simplifying written material and for determining the effectiveness of written material are described. (WR)

ED 097 641 CS 001 382

Sticht, Thomas G. And Others

**Auditing and Reading: A Developmental Model.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-74-36

Pub Date Jul 74

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—\*Armed Forces, Educational Research, \*Listening Skills, Literacy, \*Reading Comprehension, \*Reading Development, \*Reading Skills, \*Speech Skills

This report describes an auditing and reading model that accounts for the development of receptive oracy and literacy skills. The model presents a classification scheme for the development of reading and auditing skills which considers basic adaptive processes, language precursors, and language processes. Four hypotheses consistent with the model were derived: (1) the ability to comprehend language by auditing will surpass ability to comprehend language by reading during early school years, until reading skill is acquired,

after which the ability to comprehend by auditing and reading will become equal; (2) performance on measures of ability to comprehend language by auditing will be predictive of performance on measures of ability to comprehend language by reading, after reading skill is acquired; (3) performance on measures of reading rate and auditing rate will be comparable, after reading decoding skill has been developed; and (4) training in comprehending by auditing will transfer to reading, after reading skill is acquired. Research findings reveal that reading is based on, and utilizes, the same conceptual base and language competencies as auditing, and that reading skill can be improved through training in language using oracy skills (auditing and speaking). (Author/SW)

ED 097 642 CS 001 383

Williams, Allan R., Jr. And Others

**Readability of Textual Material—A Survey of the Literature.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-74-29

Pub Date Jul 74

Note—67p.; See related document CS 001 381

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—\*Armed Forces, \*Literature Reviews, \*Readability, Reading, \*Reading Comprehension, Reading Instruction, Reading Level, \*Reading Materials, Reading Research

This literature review documents the state-of-the-art of readability assessment and indicates directions for future research in readability measurement. The period since 1953 is emphasized, although there is some consideration of earlier work. Primary emphasis within the review is based on readability measurement; however, a final section is included which reviews recent work bearing on the topic of increasing comprehensibility through multimodal presentation methods. Various formulas for calculating readability are presented and placed in historical perspective. The contents include: "Introduction," which presents the scope and organization of the review; "Methods for Measuring Reliability," which discusses rating methods, use tests, readability formulas, early formulas, detailed formulas, recent formulas, cloze procedures, and multimodal presentations; and "Discussion," which discusses the estimation of reading levels, formulas, and future research. An appendix of various readability measures is also included. (WR)

ED 097 643 CS 001 385

Lantz, Alma E.

**Learning and Retention of Concepts Formed from Unfamiliar Visual Patterns. Final Report.**

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C.

Pub Date Sep 74

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Concept Formation, \*Educational Research, Learning, \*Memory, \*Retention, \*Visual Stimuli

Two experiments were conducted to investigate the learning and retention of concepts formed from novel visual stimulus materials (wave-form patterns). The purpose of the first experiment was to scale sets of wave forms as a function of difficulty, i.e., subjects were shown a prototype wave form and were asked to give same-different judgments for subsequent wave forms. On the basis of these results, sets of "simple" and "difficult" instances of concepts were chosen. In the second experiment, subjects learned four wave-form concepts with either simple or difficult instances over a four-day period and were tested for retention after periods of 1, 3, and 10 days. The data showed significantly better performance for simple concepts, but neither group showed any performance decrement measured by the percentage of correct identifications over any of the three retention intervals. Both groups did, however, display longer decision reaction times during the retention testing. It was suggested that the results indicated a longer retrieval route for the correct responses after the passage of time. (Author/SW)

ED 097 644 CS 001 387

**National Reading Improvement Act, 1973;**

**Hearings Before the Subcommittee on Education**

**of the Committee on Labor and Public Welfare, U.S. Senate, 93rd Congress, First Session on S. 2069 to Improve National Reading Skills, S. 1318 to Amend the Elementary and Secondary Education Act of 1965, to Authorize Reading Emphasis Programs to Improve Reading in the Primary Grades, and for Other Purposes, Sept. 18-19, 1973.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 73

Note—221p.; Some papers may not reproduce too clearly due to small type; See related document ED 083 550

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—\*Educational Legislation, \*Federal Legislation, Reading, Reading Difficulty, \*Reading Improvement, Reading Instruction, \*Reading Programs, Reading Skills

Identifiers—Right to Read, \*Senate Subcommittee Hearings

This report is on the Senate Education Subcommittee Hearing held to consider legislation relating to reading instruction programs and a continuation of a prior hearing on this subject conducted by the subcommittee in April 1973. Witnesses testifying before the subcommittee included: Thomas Little, Herbert Kiesling, Ruth Holloway, Joseph Dionne, Paul Leedy, Richard Petre, Gilbert Schiffman, Pete Domenici, and Kay Lumley. Prepared statements were made by Joseph Dionne, Pete Domenici, Alexandria Hoffman, Ruth Holloway, Herbert Kiesling, Paul Leedy, Thomas Little, Kay Lumley, Richard Petre, and Gilbert Schiffman. Additional information includes articles and publications related to reading. (WR)

ED 097 645 CS 001 389

**An Evaluation of Three Approaches to Reading Improvement.**

Bellevue Public Schools, Wash.

Pub Date Jun 71

Note—13p.; A publication of the Office of Research

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Class Organization, Grade 2, Grade 3, Reading, Reading Development, \*Reading Improvement, \*Reading Instruction, \*Reading Research, Reading Skills, \*Self Contained Classrooms

This study evaluated the effectiveness of a self-contained classroom approach in comparison with two other reading approaches. The self-contained approach classes consisted of fifteen pupils, all nominated by their teachers. In the self-contained approach, reading and communication skills were given the most emphasis. The students in the other two approaches were in a regular second or third grade classroom, with each child in one of the groups receiving at least ten minutes per day instructional time by the reading specialists. The other group was designated as a control group. All three treatment groups were administered four pretest measures: Primary Mental Abilities Test; Metropolitan Achievement Test-Reading; Metropolitan Achievement Test, Word Discrimination; and Bender Visual Motor Gestalt Test. Posttest measures consisted of the Metropolitan Achievement Test, Word Discrimination and Reading subtests; the Gray Oral Reading Test; The Wide Range Achievement Test, Spelling subtest; and Bender Visual Motor Gestalt Test. The results indicated no significant differences among the three groups. (WR)

ED 097 646 CS 001 390

Bouchard, Donald And Others

**Language, Thinking and Reading.**

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*English (Second Language), Language Development, \*Language Skills, Reading, Reading Ability, \*Reading Comprehension, \*Reading Development, \*Reading Difficulty, Reading Instruction, Reading Skills

Identifiers—\*Right to Read

Skilled reading requires the reader to have adequate language competence and experience. As one reads, one anticipates what is written and checks one's guesses through the application of phonological, syntactic, and semantic rules. En-

glish as a Second Language (ESL) students are hindered by a different conceptual framework. For them, the grapheme/phoneme correspondences lack any apparent system; the grammatical patterns are confusing and many signals which aid in comprehension are not recognized. Lack of knowledge of English hinders the ability to choose cues, while the wrong choice or uncertainty make it difficult to confirm or reject them, thus curbing the hypotheses-testing process of skilled reading. When trying to read English, ESL students are faced with difficulties due to lack of language skills and possibly conceptual skills, upon which reading depends. (WR)

**ED 097 647** CS 001 392  
State of Minnesota Criteria of Excellence in Reading Programming.

Minnesota State Dept. of Education, St. Paul.

Pub Date Nov 72

Note—15p.; Reproduced from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Basic Reading, \*Curriculum Development, Reading, Reading Achievement, Reading Development, \*Reading Improvement, \*Reading Instruction, \*Reading Programs

Identifiers—Minnesota, \*Right to Read

This paper provides a definition of the characteristics necessary for a quality reading program in a Right to Read local education agency. Against these criteria the Right to Read Advisory Council of the local education agency may evaluate its current program. Through a comparison of current practices with what should be, existing strengths may be identified, weaknesses noted, and voids detected. The statements indicative of an excellent reading program include: coordination of all of the administrative facets of the reading program; continuous progress organization of the reading curriculum to preclude gaps and omissions; systematic record keeping for all pupils; complete testing; commitment by staff to pupil learning; accommodation of the varying moments of readiness, the varying rates of learning, and the special needs and problems of all children; accommodation of the instructional reading level of all children; accommodation of racial, cultural, and sexual differences; adjustment of curriculum in other subject areas; ongoing in-service education; preparation in reading for all personnel involved with students; inclusion of trained volunteer reading aides; provision for an adult basic education component; defined curricular provision for the gifted; and incorporation of a quality preschool component. (WR)

**ED 097 648** CS 001 394  
Froese, Victor  
Does the Dolch Do?

Pub Date 74

Note—9p.; Unpublished study prepared at University of Manitoba

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Grade 2, Grade 3, Reading, \*Reading Research, Reading Skills, \*Sight Vocabulary, \*Word Lists, Word Recognition

Identifiers—\*Dolch List, Manitoba, Winnipeg

The purpose of this study was to compare student's tested recognition of the Dolch 220 words with their responses to the 220 highest frequency words found by Kucera and Francis in their "Computational Analysis of Present-Day American English." Subjects consisted of 155 second graders and 179 third graders from classrooms in four schools in a large suburban school division in Winnipeg, Manitoba. The factors of grade level, IQ, socioeconomic level, and sex were considered. From a statistical analysis, it was found that significant differences occurred at the .05 level between tests, between grades, and among IQ levels on the Dolch test. On the Kucera/Francis 220, only the difference between socioeconomic levels and sexes did not reach significance. Based on the findings, the following conclusions were reached: (1) the Dolch test appears to differentiate between the grade levels considered; (2) the Dolch 220 appears to differentiate between all three IQ levels considered; (3) the Dolch 220 test correlates higher to IQ scores than the other test considered; and (4) the Dolch 220 test correlates higher with a comprehension measure administered five months later than does the other test considered. (WR)

**ED 097 649** CS 001 396

Chan, Julie M. T.

Why Read Aloud to Children? An IRA Micromonograph.

International Reading Association, Newark, Del.

Pub Date 74

Note—12p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 877, \$0.50 nonmember, \$0.35 member)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Childrens Books, \*Family Influence, \*Oral Reading, \*Parent Child Relationship, Reading Interests, \*Reading Readiness, Recreational Reading, \*Story Reading

Reading to children provokes curiosity about books and arouses the desire to learn to read quickly and well. It helps them to learn what reading is all about, it enlarges their vocabulary, and it exposes them to new and exciting experiences. Reading to children also helps them to become familiar with books, their use and their handling. In addition, children learn that books are a rich source of information, enjoyment, and challenge. Positive associations with reading are established when families read together, with a bond formed between reader and listener. Thus, reading in the home should be a daily activity and should even become a group activity. To make reading appeal to children, allow them to help select the books, and to personalize the reading, have a special place to keep each child's books. Books are gifts children never outgrow. Parents can serve as models for children because when they see their parents or other adults reading, children realize that reading must be something special. What one does about reading says a lot more to children than what one says about reading. Take the time to read with your children. Take them to the library to shop for books. And make your home a place where reading is a natural, useful, and enjoyable activity. (SW)

**ED 097 650** CS 001 397

Inservice Reading Resource Kit and Project Reading Alert: Package 1—The Recognition of Readiness: Some Landmarks for Teachers (Beginning Reading Level).

New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—64p.; See related documents CS 001 398-402

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Child Development, Early Childhood Education, Elementary Education, Individualized Reading, \*Inservice Teacher Education, Prereading Experience, Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Processes, Reading Programs, \*Reading Readiness, Reading Skills

Identifiers—\*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the Bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. This first package, "The Recognition of Readiness," is in three parts. The first part contains an outline of the skills necessary in the developmental process of learning to read. Part 2 is the accompanying teacher's workbook, with suggested tasks which may be used to detect strengths and weaknesses as well as to teach or to reinforce the readiness skills. And the last part furnishes samples of inventories, matching the outline of skills, which are useful to classroom teachers in their compilation of data for class records. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

**ED 097 651** CS 001 398

Inservice Reading Resource Kit and Project Reading Alert: Package 2—Learning Task 1, Con-

struction of an Informal Reading Inventory (Type and Workbook); Learning Task 2, Administration of an Informal Reading Inventory (Type and Workbook).

New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—56p.; See related documents CS 001 397-402

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Elementary Education, Individualized Reading, \*Informal Reading Inventory, \*Inservice Teacher Education, Oral Reading, Reading Comprehension, \*Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Programs, Reading Skills, Reading Tests, Word Recognition

Identifiers—\*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the Bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. This second package in the kit, "The Informal Reading Inventory," explains how to construct and how to administer the informal reading inventory, and discusses ways to record the scores of silent reading comprehension questions and oral reading errors. A 30-minute film or video tape demonstrating procedures for administering and scoring an informal reading inventory has been produced to accompany the package but is not included in the document. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

**ED 097 652** CS 001 399

Inservice Reading Resource Kit and Project Reading Alert: Package 3—Diagnosis of Word Recognition Ability with Appendix.

New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—48p.; See related documents CS 001 397-402

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Basic Reading, Basic Vocabulary, Decoding (Reading), Elementary Education, Individualized Reading, \*Inservice Teacher Education, Mechanical Teaching Aids, \*Reading Instruction, Reading Improvement, \*Reading Instruction, Reading Programs, Reading Skills, \*Reading Tests, Sight Vocabulary, \*Word Recognition

Identifiers—\*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the Bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. Package 3, "Diagnosis of Word Recognition Ability," explores some of the ways to estimate students' sight vocabulary and to determine the word recognition skills they possess. This package covers the following areas: preparing and administering word recognition tests, practice exercises in reading results, recording and interpreting the results of word recognition tests, using the Dolch Basic 220 Word Vocabulary, flashing words with a tachistoscope, and using basal texts. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

**ED 097 653** CS 001 400

Inservice Reading Resource Kit and Project Reading Alert: Package 4—Assessment of Listening Skills.

New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—52p; See related documents CS 001 397-402

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Elementary Education, Individualized Reading, \*Inservice Teacher Education, \*Listening Comprehension, \*Listening Skills, Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Programs, Reading Skills, \*Tests

Identifiers—\*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. Package 4, "Assessment of Listening Skills," contains basic skills materials and sample listening exercises with scoring devices to aid in the diagnosis of students' listening comprehension needs. Sample scoring sheets and charts are contained in the appendix. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

ED 097 654 CS 001 401  
Inservice Reading Resource Kit and Project Reading Alert: Package 5—Classroom Management. New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—64p; See related documents CS 001 397-402

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Class Management, Class Organization, Elementary Education, Grouping (Instructional Purposes), Individualized Instruction, Individualized Reading, \*Inservice Teacher Education, Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Programs, Reading Skills

Identifiers—\*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. The fifth package, "Classroom Management," contains materials intended to help teachers organize their classrooms effectively so that individual needs can be met through appropriate group or individual learning activities. The first section of the package emphasizes the importance of using relevant student data as the foundation of instructional planning. The next section focuses on possible staff patterns and the relationship of classroom organization to learning. And the last section deals with the instructional program. In each section, assigned tasks involve the teacher in actual procedures for classroom management. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

ED 097 655 CS 001 402  
Inservice Reading Resource Kit and Project Reading Alert: Package 6—How to Judge Readability of Books (Tape Transcript and Student's Workbook). New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date 74

Note—35p; See related documents CS 001 397-401

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Elementary Education, Individualized Reading, \*Inservice Teacher Education, \*Readability, \*Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Material Selection, Reading Programs, Reading Skills

Identifiers—Fry Readability Graph, \*Project Alert

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. "How to Judge Readability of Books," the sixth package, describes one method for estimating the readability of a book, the Fry Readability Graph. The steps needed to learn to use the graph are presented, accompanied by several exercises to be performed. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

ED 097 656 CS 001 409  
Thibadeau, Robert Seidenberg, Michael

Decision and Modification in Sequences of Prepositional Phrases.

Pub Date Sep 74

Note—11p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, August 30-Sept. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Research, Language Patterns, Reading, \*Semantics, Structural Grammar, \*Syntax

The purpose of this experiment was to determine if subjects who were unaware that a phrase has been deleted from a sentence could match the deleted phrase in both semantic content and syntactic position. Subjects were required to complete one of two blanks in a sentence with a prepositional phrase. Instructions stressed that these completions should result in natural sounding sentences. The semantic values of the prepositional phrases were scored on the basis of 54 semantic categories. There appeared to be distinct semantic-syntactic categories of restrictions on the modification of nouns and verbs by prepositional phrases. Furthermore, the availabilities of these restrictions differed systematically. (WR)

ED 097 657 CS 001 410  
Rude, Robert L.

Reading Skill Retention.

Pub Date May 74

Note—17p; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Basic Reading, Reading, \*Reading Ability, Reading Achievement, Reading Development, Reading Instruction, \*Reading Level, Reading Research, \*Reading Skills, \*Retention

There is mixed evidence regarding the ability of students to retain reading ability over long, non-instructional periods such as the summer recess. In some instances there are significant losses in reading ability, while in other cases the losses fail to reach significance. However, in some cases, such as with basic visual discrimination tasks, gains may actually be made over the summer. The degree to which reading ability is retained may be directly related to the skill being assessed. General reading ability such as vocabulary and comprehension skills may be more apt to change over the summer than would be specific reading skills such as the ability to learn beginning consonants, short vowels, or compound words. Conflicting data make the role of intelligence in retention of reading ability unclear. In some instances it seems to be a significant factor while in other cases it seems to have a non-significant relationship. The sex of the student appears to have no significant relationship to the retention of reading ability over the summer. We must be careful to articulate what is meant when talking about reading ability, using the most appropriate statistical techniques to answer the questions of skill retention. (WR)

ED 097 658 CS 001 412  
Guruchari, Kathleen Agnes

Haptic Performance and First-Grade Reading Achievement.

Pub Date 73

Note—203p; Ph.D. Dissertation, University of Miami

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-17,198, MF \$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 1, \*Haptic Perception, Learning Modalities, Reading, \*Reading Achievement, Reading Readiness, \*Reading Research, Reading Skills, Sex Differences, Socioeconomic Status

The purposes of this study were to investigate possible relationships between haptic abilities and first grade reading achievement and to determine whether significant differences in haptic function existed among defined subgroups of first grade subjects. Ninety-nine subjects, stratified by both sex and risk of failure (a combination of reading readiness and cognitive ability) and cross partitioned by socioeconomic status (SES), were randomly selected from five Dade County, Florida, public schools. All subjects were administered the experimental battery, the Modality Assessment Profile; the Stanford Achievement Test, Paragraph Meaning Subtest; and the individual Wide Range Achievement Test, Reading Subtest. The findings indicated that haptic abilities were significantly related to reading achievement. Subjects who differed in cognitive ability or reading readiness also differed significantly in haptic performance; subjects from higher SES levels possessed more highly developed haptic abilities than those from lower levels; and there were no significant differences in performances of boys and girls. (Author/WR)

ED 097 659 CS 001 416  
Browning, Carole L.

A Selected Bibliography for Non Middle-Class Children, Grades 1-3.

Pub Date 74

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Annotated Bibliographies, \*Beginning Reading, \*Culturally Disadvantaged, \*Independent Reading, Reading Development, Reading Improvement, Reading Instruction, \*Reading Materials

The purpose of this bibliography is to identify reading materials which meet the needs of the culturally disadvantaged student, especially during the beginning stages of reading. The criteria used in the selection of books included: ideas and symbols with which the culturally disadvantaged child could identify, concepts which include a basic repertory into which the culturally disadvantaged child can comfortably place himself while expanding his perceptual field, characters which are similar to the disadvantaged child, and social skills and attitudes which will help the culturally disadvantaged child in attaining and maintaining harmonious peer and family relationships. The bibliography itself is divided into the following sections: beginning readability level, readability level two, and readability level three. These readability levels indicate the independent reading level of the book. The symbol "RA" following the annotation indicates titles which are recommended for reading aloud; an asterisk indicates titles which are especially suitable for individual corrective work in reading. (WR)

ED 097 660 CS 001 419  
Atlanta's Right-to-Read and Its Effect on E.A.

Ware, Luckie Street, and A.F. Herndon Elementary Schools.

Atlanta Public Schools, Ga.

Pub Date Feb 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Curriculum Development, Elementary Grades, Reading, Reading Development, \*Reading Improvement, Reading Instruction, \*Reading Programs, Reading Skills

Identifiers—Atlanta, Georgia, \*Right to Read

This brochure and research-and-development review describe three elementary schools in the Atlanta School System which were involved in the Right to Read project. Discussed are the assumptions on which the local program was based; the design for a six pronged approach to achievement in the three schools, including school tone, teaching style, curriculum, demonstration, inservice, and community involvement; the specific objectives and procedures of the Right to Read



program which were written in the areas of student achievement in reading, school organization, teaching methods, parent aides, and materials; the testing procedure and tests used to evaluate students; and the success of the program thus far. (WR)

ED 097 661 CS 001 426

Culross, Rita R. Davis, J. Kent  
Strategy Development as a Function of the Amount of Relevant or Irrelevant Information.  
Pub Date Sep 74

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Aug. 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, \*Concept Formation, \*Educational Research, \*Information Seeking, \*Learning Theories, \*Problem Solving, Thought Processes

The purpose of this experiment was to provide further information on how an individual's strategy and his performance are affected by increasing the amount of relevant or irrelevant information he receives. The subjects were sixty volunteers from an undergraduate course in educational psychology who were randomly assigned to one of six treatment groups. Each subject was told that he would be asked to solve several concept identification problems and to learn the concept in as few card choices as possible. Each subject solved 16 problems appropriate to his particular treatment group. Scores were obtained for focusing strategy, number of card choices to solution, and time to solution. It was concluded that since a subject's focusing strategy score is lowered by increasing the amount of information in a concept learning task, the learning of concepts in the classroom would be enhanced by presenting students with concepts which involve small amounts of information, making it possible for students to develop strategies appropriate for coping with such information. Also, since strategies appear to develop over time, students should be given an opportunity to solve several problems in order to perfect their strategy and performance at solving such problems. (WR)

ED 097 662 CS 001 429

Hays, Warren S.  
The Reading Process—The Relationship Between Word Recognition and Comprehension.  
Pub Date [74]

Note—24p.  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Grade 2, Grade 5, \*Informal Reading Inventory, Reading, Reading Ability, Reading Achievement, \*Reading Comprehension, \*Reading Research, \*Reading Skills, \*Word Recognition

The purpose of this study was to determine the relationship between word recognition and comprehension achieved by second and fifth grade students when reading material at various levels of readability. A random sample of twenty-five second and twenty-five fifth graders, taken from three middle class schools, was administered a researcher-developed informal reading inventory (IRI). The IRI was composed of oral and silent reading passages for the readability levels of primer through ninth grade. Subjects, randomly assigned to one of two examiners, began reading at the primer level and continued reading until they had read two consecutive levels where either their word recognition was eighty-five percent or less, or their achieved comprehension was fifty percent or less. Pearson product-moment coefficients of correlation were calculated between word recognition and comprehension, and tested for significance. Chance correlations suggested that no relationship existed between word recognition and comprehension for either group of subjects. (WR)

ED 097 663 CS 001 430

Narang, H. L.  
Canadian Masters' Theses in Reading Education: An Annotated Bibliography.  
Pub Date Apr 74

Note—78p.  
EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Higher Education, \*Masters Theses, Reading Achieve-

ment, Reading Comprehension, Reading Diagnosis, \*Reading Instruction, \*Reading Research, Reading Skills, Teaching Methods Identifiers—\*Canada

This annotated bibliography on reading education consists of 131 abstracts of Canadian masters' theses in the areas of reading instruction, reading research, and reading achievement. The masters' theses included in this document, completed at 14 Canadian Universities during a fifty year period from 1922 to 1972, are arranged in alphabetical order by the authors' last name. A subject cross-index is included. (RB)

ED 097 664 CS 001 432

Underwood, Benton J. Reichardt, Charles S.  
Contingent Associations and the Double-Function, Verbal-Discrimination Task.  
Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Pub Date Aug 74

Note—25p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Processes, \*Educational Research, \*Learning, \*Learning Theories, Memory, \*Paired Associate Learning, Verbal Ability

Three experiments examined the role of contingent associations in learning double-function, verbal-discrimination lists. Some 15-pair lists were constructed of category instances in such a way that the learning of three contingent associations based on category names would mediate correct performance for all 15 pairs. The first experiment gave no evidence that the three contingencies aided learning. The second experiment showed that subjects could be taught the three contingent associations in isolation and that they could then apply them successfully to the double-function list. To make the contingencies more apparent to the subjects, the category names were used during feedback in the third experiment. The learning was not facilitated by such feedback. It was concluded that the learning observed for the usual double-function list does not involve contingent associations. (Author)

ED 097 665 CS 001 433

Underwood, Benton J. And Others  
Sources of Facilitation in Learning Conceptually Structured Paired-Associate Lists.  
Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Pub Date Aug 74

Note—31p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Association (Psychological), Cognitive Ability, \*Cognitive Processes, \*Educational Research, Learning Processes, \*Learning Theories, \*Paired Associate Learning, \*Word Lists

The concepts in a hierarchically structured list consisting of 24 number-word pairs were aligned systematically with position and numbers, or with the number stimuli only. Some lists involved an alignment appropriate to only the lowest conceptual level. Other lists were completely unstructured when viewed in terms of either position or number. The lowest-level concepts in the hierarchy were most heavily involved in learning, although the concepts at the higher levels had a small influence. When the hierarchy was aligned with the number series only, the structure was apparent to the subject but his learning was not greatly influenced. Conceptual structure facilitates learning most effectively with a constant order of the instances of the concepts. (Author)

ED 097 666 CS 001 434

Underwood, Benton J. Reichardt, Charles S.  
Associative Loss in Unlearning: An Alternative Explanation.  
Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Pub Date Aug 74

Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Cognitive Processes, \*Educational Research, Learning, \*Learning Theories, Memory, \*Paired Associate Learning

The purpose of this study was to gather evidence relative to the proposition that matching (recognition) performance for A-B pairs following an unlearning paradigm cannot be used to infer associative loss. The alternative was to assume that matching performance is based on frequency information which is independent of associative information. The A-D and A-B paradigms were used, and the expected difference in matching performance was found. This difference was correlated with a difference in the precision of frequency information for A-B pairs as would be expected if frequency mediated matching performance. (Author)

ED 097 667 CS 001 435

Underwood, Benton J. Reichardt, Charles S.  
Implicit Associational Responses Produced by Words in Pairs of Unrelated Words.  
Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Pub Date Aug 74

Note—25p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Association (Psychological), Cognitive Ability, \*Cognitive Processes, \*Educational Research, Learning Processes, \*Memory, \*Paired Associate Learning, Word Recognition Identifiers—\*Implicit Associational Responses

The purpose of this study was to determine if implicit associational responses (IARs) occur to individual words presented as pairs for associative learning. The occurrence of IARs was determined by a YES-NO recognition test, and IARs for words presented singly for study provided a base line. For all condition, false recognitions to assumed IARs occurred; the magnitude was equivalent for words presented for study as pairs as for the same words presented singly. No evidence was found that IARs occurred during the testing phase. (Author)

ED 097 668 CS 001 444

Bomont, Charles C.  
Those Who Can (Read), Do; Those Who Can't (Read), Teach!  
Pub Date 74

Note—5p.; Unpublished paper prepared at New Mexico State University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, \*Education Majors, \*Preservice Education, Reading, \*Reading Ability, \*Reading Research, \*Reading Skills, Vocabulary Skills

Identifiers—\*Teacher Literacy

This paper reports the results of a study for determining the reading vocabularies of graduating seniors majoring in education. The vocabulary section of Form A of the Nelson-Denny Reading Test was administered to ninety-eight graduating seniors at a major Southwestern State university. An analysis of the data revealed that only the teachers of English as a group scored above the national median for college seniors. The median score for all other teaching classifications represented in this group ranged from the forty-first percentile for early childhood teachers down to the seventeenth percentile for physical education teachers. A further analysis of the data according to teaching level revealed that the elementary teacher trainees scored better as a group than did their colleagues in secondary education. Comparisons between elementary and secondary teachers in the fields of English, physical education, and history-social studies all favor the elementary teachers. (WR)

ED 097 669 CS 001 452

Kunkle, Virginia Lloyd Gabler, Cecil W.  
A New Spirit of '76: Right to Read in Ohio.  
Ohio State Dept. of Education, Columbus.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 73  
Grant—OEG-0-72-1576

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE



**Descriptors**—Functional Illiteracy, \*Organization, \*Reading, Reading Improvement, \*Reading Programs, \*Statewide Planning Identifiers—Ohio, \*Right to Read

This pamphlet discusses how Ohio is attempting to meet the challenge to eradicate functional illiteracy within the time span of the 1970's. Included in the contents are: planning guidelines, the organizational structure, the overall objectives of the Ohio program, report of the first year of the program, second year developments and accomplishments, and Ohio's participation in the national Right to Read effort. An appendix of the area chairmen and area members of the State Right to Read Commission is included. (WR)

**ED 097 670** CS 201 308

Troy, Joan B. Peck, Hugh I.  
Seawell Project; A Model Language Arts/Reading Center. Evaluation Report.  
Chapel Hill City Schools, N.C.; Learning Inst. of North Carolina, Durham.  
Spous Agency—National Council of Teachers of English, Urbana, Ill.; Office of Education (D-HEW), Washington, D.C.

Pub Date Nov 71

Note—84p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Elementary Education, Inservice Programs, \*Inservice Teacher Education, \*Language Arts, \*Reading, Teacher Workshops, Teaching Techniques, Ungraded Programs Identifiers—\*North Carolina

A joint project by four major groups of people—the National Council of Teachers of English, the United States Office of Education, the Learning Institute of North Carolina, and the Chapel Hill (North Carolina) City Schools—was developed at the Seawell Elementary School in Chapel Hill to provide a series of inservice and on-the-job training programs for elementary teachers and administrators in the language arts/reading field. The total Seawell resources—plant, administration, faculty, and children—were used as the major base for inservice education of North Carolina teachers, with nearly 170 teachers from ten satellite schools enabled to participate. This document, summarizing the effort, provides chapters on the evaluation design and strategy, a description of the "Seawell Experience," analyses of instructional and field services components, an analysis of workshop evaluation, and a summary and description of accomplishments of the program. Appendices include the Seawell Project Teacher Assessment Battery and Formative Evaluation Instruments. (JM)

**ED 097 671** CS 201 496

Stratton, Leslie  
Some Current Language Concerns in the Teaching of English in the United Kingdom.

Pub Date Nov 73

Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, Pennsylvania, November 22-24, 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Child Language, Creative Writing, Drama, \*English Instruction, Expressive Language, \*Language Usage, Secondary Education Identifiers—\*United Kingdom

The teaching of English in the United Kingdom has undergone change during the last decade and is presently in a state of flux. Current language concerns, mainly involving students 11-18 years old, may be viewed in three ways. Students' use of language should be encouraged in the classroom through expressive talk but with teacher guidance and example, through improvised drama, and through creative writing. Language should be studied consciously in forms other than literature, as in mass media and in everyday use—the language of gossip, interviews, children, politicians, different kinds of workers, and town signs. Teachers in the United Kingdom are finding several models of language useful, particularly those of modern linguists, the transactional model, and the restricted and elaborated code theory. (JM)

**ED 097 672** CS 201 529

Kozl, Stephen M., Jr.  
Preparing Student Teachers: Leftist Trainees for Rightists Camps.  
Pub Date Mar 74

Note—8p.; Paper presented at the Annual Meeting of the Conference on English Education (12th, Cleveland, March 28-30, 1974); Marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*English Education, \*English Instruction, Higher Education, \*Methods Courses, \*Preservice Education, \*Student Teachers, Teacher Education, Teacher Programs, Teaching Methods, Teaching Techniques

One major stumbling block to the development of innovative English teachers lies in the basic design of teacher education programs. Most prospective teachers of English usually take no more than one course which deals explicitly with the methods of teaching English, while 80 to 85 percent of teacher preparation deals with content areas. The content-oriented classes are generally characterized by a limited set of teaching strategies involving lecture, discussion, and recitation. Methods instructors, when faced with the task of preparing prospective teachers in a variety of techniques and approaches, fall into the content trap by resorting to lectures. If the assumption that encountered models have the largest cumulative effect on shaping attitudes has any validity, the prospective teacher needs direct contact with teachers who use a variety of instructional strategies. (RB)

**ED 097 673** CS 201 530

Lukens, W. Bernard

Content Analysis in the Study of Media and Communication for Youth: A Typology of Dissertation Research.

Pub Date May 74

Note—21p.; Unpublished manuscript prepared at the University of Maryland

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Communication (Thought Transfer), \*Content Analysis, Doctoral Theses, Higher Education, \*Literature Reviews, \*Media Research, \*Research Methodology, Research Tools, Secondary Education, \*Youth

The purposes of this paper were to briefly define content analysis, to report the findings of a survey of dissertations using content analysis methodology in the field of youth media, to place these studies into a typological pattern, and to suggest needed content analysis research in media for youth. Eighty-nine studies selected from a total of 488 dissertations were classified as using content analysis methodology according to O. R. Holsti's definition. The study concludes that content analysis offers much to those interested in learning more about the characteristics of media intended for children and adolescents. (RB)

**ED 097 674** CS 201 558

Berryman, Charles

An Analysis of Modular Instruction of Newspaper Reading Skills to Poor Readers in Junior High School.

Pub Date [74]

Note—9p.; A research report to the American Newspaper Publishers Association Foundation

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Instructional Materials, Junior High Schools, \*Newspapers, Reading Ability, Reading Improvement, \*Reading Instruction, \*Reading Research, \*Reading Skills, Remedial Reading, Rural Schools, Secondary Education Identifiers—Georgia, Wilkes County

Fifty instructional modules designed to improve newspaper reading skills were field tested in this study. During a 50-day period, modules were used by Wilkes County, Georgia teachers as they saw fit in seventh, eighth, and ninth grade classes primarily for 338 students with poor reading skills. In summary, the effectiveness of the instructional modules for significantly improving newspaper reading skills of junior high school students, including those whose general reading skills were two or more years below grade level, again was demonstrated. (RB)

**ED 097 675** CS 201 577

Grunig, James E.

A Case Study of Organizational Information Seeking and Consumer Information Needs.

Pub Date Aug 74

Note—45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Case Studies, \*Communication (Thought Transfer), \*Conceptual Schemes, \*Consumer Education, Higher Education, Information Dissemination, Journalism, \*Organizational Communication, Organizations (Groups), \*Public Relations

The results of a case study of organizational information seeking conducted by the Seminar in Corporate Communication in the University of Maryland College of Journalism are reported in this paper. The purpose of the seminar is to give students practical experience in public relations research. The case study involved the consumer information program of Giant Food, Inc., a major Washington-Baltimore food and general merchandise retailer. The paper develops a theory, derived from a decision-situation model, network analysis, and a coordination model, which will guide information seeking efforts of public relations practitioners. It then uses these theoretical concepts and the methodology of Q factor analysis to develop typologies of consumers. The paper concludes that the concepts and methods utilized in the study represent a useful model for other public relations research efforts. (Author/RB)

**ED 097 676** CS 201 578

Siebert, Fred S.

Some Legal Problems of Satellite Transmission.

Pub Date Aug 74

Note—8p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Broadcast Industry, Communication (Thought Transfer), \*Communication Satellites, \*Foreign Relations, Higher Education, International Law, \*Legal Problems, Propaganda, \*Telecommunication

Now that the technical aspects of satellite transmission have been solved, there remain the more complex and difficult problems of maintaining both order in outer space and the rights of nations and individuals as these rights may be affected by broadcasts transmitted by satellite stations. These broadcasts, whether beamed to a ground station or to a home receiver, raise a host of legal problems involving the rights of the program originators, the rights of sovereign states into whose territory the signal may penetrate, and the rights of individuals which may be infringed by these broadcasts. International law has not caught up with the development of satellite transmission. A number of international organizations are looking into the legal problems arising from satellite transmission, but no draft conventions covering the problems of broadcasters have yet been adopted. On the domestic level, the United States still faces a number of complex policy questions in the utilization of satellites. (RB)

**ED 097 677** CS 201 579

Dizard, Wilson P.

Communications Satellites: Looking Down the Road.

Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Broadcast Industry, Communication (Thought Transfer), \*Communications, \*Communication Satellites, \*Foreign Relations, \*Futures (of Society), Higher Education, Information Dissemination, \*Information Networks

The first phase of the satellite component of a worldwide information grid is over. The real problems are beginning now with the evolution of technology that will beam specialized transmissions from higher-powered satellites into smaller antennae perched on ships, airplanes, and rooftops. This is another matter politically, economically, and culturally because it involves important questions of freedom of information for individuals as well as questions of the sovereignty of nations. A review of the problems four nations face because of broadcast satellites places the issues in perspective, but the review also raises more questions about the future of specialized communications than it provides answers for. (Author/RB)

## 40 Document Resumes

ED 097 678 CS 201 580

Guback, Thomas H. Hill, Steven P.  
The Beginnings of Soviet Broadcasting and the Role of V. I. Lenin. Journalism Monographs, No. 26.  
Association for Education in Journalism.  
Pub Date Dec 72  
Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Broadcast Industry, \*Broadcast Reception Equipment, Communication (Thought Transfer), \*Government Role, Higher Education, History, \*Journalism, Political Influences, \*Radio, Socioeconomic Influences, Technological Advancement  
Identifiers—Lenin (Vladimir), \*Union of Soviet Socialist Republics

This study traces the implementation of broadcasting in the USSR and its growth through the mid-1920's. It covers the technological precursors and the political, economic, and administrative character of the emerging Soviet nation which provided the climate for that innovation. Lenin's contribution is considered in terms of his influence in the party and government, his impassioned belief in the necessity of technological progress, and the priorities he attached to communication with the proletariat and peasantry. (RB)

ED 097 679 CS 201 583

Weaver, David H.  
The Press and Government Restriction: A Cross-National Study Over Time.  
Pub Date Aug 74

Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Accountability, Communication (Thought Transfer), \*Cross Cultural Studies, Developed Nations, Developing Nations, \*Freedom of Speech, \*Government Role, Higher Education, Journalism, \*Mass Media, \*Media Research, Models

Studies on mass communication and national development and studies of press freedom were reviewed to construct a macro-level theoretical model of press freedom development including seven key concepts: availability of resources, urbanism, educational level, mass media development, accountability of governors, stress on government, and government control of the press. The causal linkages suggested in this model were tested with data from 137 countries collected at four different times (1950, 1960, 1965, and 1966). Heise's path analytic causal model was used to infer the directions and signs of the causal influences among the key concepts. The results indicated consistent moderate support across time periods and regions for two of the seven predicted causal relations: increased mass media development resulted in greater accountability of governors and increased accountability of governors led to less government control of the press. (Author/RB)

ED 097 680 CS 201 585

Wolpin, William Mark  
The Perception of Advertising's Potential Social Effects by High and Low Authoritarian Advertising Practitioners.  
Pub Date Aug 74

Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Attitudes, \*Communication (Thought Transfer), Higher Education, Propaganda, \*Publicize, \*Social Influences, Social Values, \*Surveys

Twenty-three "social effect" concept statements were investigated in this study dealing with advertising's portrayal of married life; vanity, sexual, snob, and fear appeals; the use of black models in ads; product puffery—conformity to other's social lifestyles; and over-the-counter drug advertising. A questionnaire was mailed to 393 Atlanta, Georgia advertising agency executives with 112 executives returning the completed questionnaire. The responses to the 23 social effect concepts were classified by the individual's

propensity for authoritarianism, and a t-test analysis was used to establish the significance between the responses of the authoritarian subgroups. The overall mean score responses indicate that the advertising practitioner is basically neutral in his attitude toward the potential social effects of advertising. (Author/RB)

ED 097 681 CS 201 588

Surlin, Stuart H. Walker, Barry  
Give the Employee What He Wants in the Corporate Newspaper: Improve Employee Relations.  
Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Policy, Communication (Thought Transfer), \*Employee Attitudes, Employer Employee Relationship, Higher Education, \*Information Dissemination, \*Newspapers, \*Organizational Communication, \*Organizations (Groups), Public Relations, \*Surveys

Undertaken to isolate employee characteristics and to determine how they relate to several aspects of employee attitudes toward the corporate newspaper, this study measured the characteristics of employee tenure, job rank, and perceived "self-newspaper" agreement on the manner in which topics were handled within corporate publications. The random sample survey was conducted among the employees of a large West Coast manufacturing firm which specializes in the planning and construction of industrial gas turbine engines and metal alloy research. Main variable effects existed for several dependent attitudinal variables, and several interaction effects occurred for "tenure" and "agreement on the handling of news stories" groupings. It was concluded that the employee's job type and his feelings about the corporate newspaper covering corporate news will have an effect on several attitudinal variables. Several suggestions are made concerning the best method of improving relations with those employees with the least favorable attitude toward the corporate newspaper. (Author/RB)

ED 097 682 CS 201 589

McCombs, Maxwell Shaw, Donald L.  
A Progress Report on Agenda-Setting Research.  
Pub Date Aug 74

Note—61p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Changing Attitudes, \*Journalism, \*Mass Media, \*Media Research, Political Attitudes, \*Press Opinion, Program Content, Social Behavior

Identifiers—\*Agenda Setting  
Although empirical research on the agenda-setting function of mass communication dates only from the 1968 presidential election, historically there has been long-standing concern over the control of communication because of its assumed influence. Early communication research shared this concern and assumption, focusing on the ability of the media to change attitudes. While little attitude change was found, these studies did find substantial communication impact on cognitions. It is this cognitive impact of mass media—the ability of the mass media to shape our map of the world, to determine the priority of items on our personal agendas of issues—that agenda-setting research has been exploring in recent years. Agenda-setting research will explore the following areas in the immediate future: the causal link between media coverage and individual cognitions; establishing the contingent conditions affecting learning from mass communication; measuring and conceptualizing the difference in interpersonal and intrapersonal agendas; exploring the behavioral implications of agenda-setting, and extending the concept of agenda-setting to domains other than political behavior. (Author)

ED 097 683 CS 201 590

Dennis, Everette E.  
Another Look at Supreme Court Reporters and Reporting.

Pub Date Aug 74

Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Journalism, News Media, \*News Reporting, \*Self Evaluation, Supreme Court Litigation, Surveys

Identifiers—\*Supreme Court Reporting  
This study was initiated to assess the literature of Supreme Court reporting and to survey the Supreme Court press corps to ascertain (1) a demographic profile of reporters at the court, (2) a reportorial assessment of coverage, and (3) an indication of attitudes of reporters toward court information policies and practices. A questionnaire was sent to all 23 reporters registered at the court during the 1973 October term. The group included "regulars" with fulltime assignments and "occasional," who cover the court rarely. The study provided a number of findings about reporters, evaluation of coverage, and court information policies. The news media reporter at the Supreme Court seems to be a relatively young, well-educated individual with several years of media experience before coming to the court assignment. Tenure at the court, however, is rather short. Most of the reporters queried were pleased with their own performance and that of their colleagues. However, a number of specific innovations are still sought. The most commonly mentioned of these is a lockup system that would allow reporters to pursue opinions before they are actually announced in order to be better prepared for stories on significant decisions of the court. (Author/SW)

ED 097 684 CS 201 591

Nayman, Oguz B.  
Televized Political Advertising and the Voter: A Survey of Voter Attitudes in the 1972 Presidential Campaign.  
Pub Date Aug 74

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Elections, Higher Education, \*Media Research, \*National Surveys, Political Attitudes, \*Political Issues, Politics, \*Publicize, \*Television Commercials, Voting

During the recent election campaigns in the United States, speculative arguments about the use or the abuse of televised political spot commercials to "package" and "sell" the candidates to the public were widespread. With this popularly held belief in mind, the present study concerned itself with the reactions to and utilization of televised political advertising by the electorate during the 1972 presidential campaign. Findings of this survey indicated that the campaign strategists in 1972 presidential elections had a relatively small margin of "undecided" voters to work with. However, to a certain degree the political advertising was functionally utilized by most to obtain information about the presidential candidates while not necessarily yielding to the persuasive intent of the message. (Author)

ED 097 685 CS 201 593

Nasser, Munir K.  
Along Freedom's Double Edge: The Arab Press Under Israeli Occupation.  
Pub Date Aug 74

Note—40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Arabs, Communication (Thought Transfer), \*Freedom of Speech, Higher Education, Information Dissemination, \*Journalism, Mass Media, News Media, \*Newspapers, \*Press Opinion, \*Propaganda  
Identifiers—Israelis

This paper examines the Arab press under Israeli occupation and presents two hypotheses: freedom of the press under occupation serves both Israeli interests and the Arab population, and freedom of the Arab press under occupation is "relative" and "controlled." By allowing freedom of expression, the Israelis achieve several

aims: a free press will prevent the establishment of an underground press and will serve as an outlet for mass tension; a free press assures that the conflict over the future of the occupied areas will be kept in the forefront of Arab public opinion; extremist Arab writings are encouraged by Israeli authorities to justify their stronghold over the occupied areas and to convince the Israeli people that military suppression is the only way to keep normalcy; and the Arab press is manipulated as a channel of propaganda for Israeli achievements in the occupied areas. Although Arab editors see these facts as negative, they feel that there are positive aspects which can be exploited. They believe that the major role of the press under occupation is to keep the conquered Arabs well informed and enlightened with their morale high. (Author/RB)

ED 097 686 CS 201 602  
Goodwin, Coleen Rawson

**The Development of a Diagnostic Test for Determining Secondary Students' Knowledge and Understanding of Certain Basic Language Concepts.**

Pub Date 74  
Note—124p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-20,131, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Criterion Referenced Tests, \*Diagnostic Tests, Doctoral Theses, \*English Instruction, \*Language Skills, Secondary Education, Student Evaluation, \*Test Construction

Problems encountered in evaluating the effectiveness of an English elective program indicated the need for the development of a criterion-referenced diagnostic test for determining students' knowledge and understanding of certain basic language concepts in the field of English. A survey of 76 English elective programs throughout the United States gave further evidence of the need for diagnostic instruments in English. The review of the literature provided background in the development of the language curriculum, suggested goals for language study at the secondary level, confirmed that available tests do not measure the selected language areas, and established the principles of test development which were used in the development of the criterion-referenced diagnostic test. Two of the recommendations made were that English teachers and department chairmen become more knowledgeable about evaluation and that the English profession encourage English departments to develop and use criterion-referenced tests. (Author/RB)

ED 097 687 CS 201 605  
Kincaid, J. Peter Weaver, Author J., Jr.

**Black First Graders' Listening Comprehension of a Story Told in Black English or Standard English.**

Pub Date 74  
Note—40p.; Paper prepared at Georgia Southern College

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Research, English Instruction, Grade 1, \*Listening Comprehension, \*Negro Dialects, \*Negro Students, Rural Youth, \*Standard Spoken Usage, \*Story Telling

This study demonstrated that black first grade children from disadvantaged backgrounds understood a Black English version of a story better than an equivalent Standard English version. The testing was done in South Georgia. The story was "peer-prepared," that is, it was a story told by a black child about his own experiences and in his own words. The authors suggest that dialect readers be used in conjunction with equivalent Standard English readers. The ultimate goal should be the teaching of Standard English. The use of Black English material should ease the transition from the speaking of Black English to the reading of Standard English. (Author)

ED 097 688 CS 201 607  
Cockrell, F. Edwin Danielson, Wayne A.

**Enrollment and Degrees Conferred in Journalism and in Higher Education from 1960-1973. AASDJ (American Association of Schools and Departments of Journalism) Studies on Journalism Education and Mass Communication, No. 1.**

American Association of Schools and Departments of Journalism.

Pub Date Apr 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), \*Degrees (Titles), Educational Research, Higher Education, \*Journalism, \*Mass Media, \*School Surveys, \*Student Enrollment, Trend Analysis

This report summarizes the growth of higher education and journalism education in particular during the period from 1960 to 1973. The information is presented both graphically and in tabular form, using the best available figures on enrollments and degrees conferred. The study is intended for use by teachers and administrators in educational programs in journalism and mass communication and by those in higher administrative positions who oversee such programs. (RB)

ED 097 689 CS 201 608  
Lamberg, Walter J.

**Design and Validation of Instruction in Question-Directed Narrative Writing, Developed through Discrimination Programming.**

Pub Date 74

Note—14p.; Paper summarizing doctoral dissertation, University of Michigan, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Composition (Literary), Conceptual Schemes, \*Educational Research, Secondary Education, \*Student Writing Models, \*Teaching Methods, \*Teaching Models, Writing Skills

Identifiers—\*Discrimination Programming

The purpose of this study was to investigate the problem of designing instruction in the process of composing. The scope of the study is limited to one kind of writing (the short, autobiographical narrative) and to one kind of instruction (a self-instructional program, developed by means of discrimination programming). Subjects for the study were 27 high school students. Results of the study indicated that three predicted changes related to improvement in the quality of "expansion" received considerable support, with the changes being statistically significant. The three other predictions—two of which were related to improvement in the quality of "focus"—showed fewer gains or no gains at all. (RB)

ED 097 690 CS 201 609  
Womack, Nancy

**A Student Oriented Approach to Teaching Poetry.**

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*English Instruction, Literature Appreciation, Oral Reading, \*Poetry, \*Secondary School Students, Student Motivation, \*Student Participation, \*Teaching Techniques

To help high school students find enjoyment and intellectual stimulation in poetry, an English teacher may use several techniques. First, the course may be introduced by stating objectives and procedures, and by asking students for ideas about the value of reading and studying poetry. The teacher should involve all students, especially the reluctant ones, by making a large number of poetry collections available to students and having them browse until they find poems that they like. Then each student may make a copy of his or her poem and prepare to read it aloud the next day in class. The teacher may read for the reluctant students, arrange chairs in a circle for intimacy, and encourage students to tell why they liked a poem. Some poems selected may be used to provoke excellent discussion and writing assignments. This last procedure enables students to learn the usual things teachers teach about poetry, such as terminology, symbols, and types of poetry, while at the same time providing enjoyment for the student. (SW)

ED 097 691 CS 201 610  
Sterling, Christopher H.

**Trends in a Half-Century of Broadcast Station and Daily Newspaper Ownership 1922-1970.**

Pub Date Aug 74

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Broadcast Industry, \*Communications, Higher Education, \*Mass Media, \*Media Research, News Media, \*Newspapers, Trend Analysis

Identifiers—\*Media Ownership

This study examined the extent to which media ownership has been concentrated in the top 100 markets over the past half century, specifically examining trends in broadcasting and cross media (newspaper and broadcasting) ownership within each of these markets. The sample was based on use of the years 1922 and each decennial census year since, allowing a comparison of media growth, ownership status, and population data. The findings of the study were that the number of media outlets in the top markets increased by 270 percent while the number of voices increased by 185 percent over the 1922-70 period; since 1950 there has not been an increase in overall media ownership concentration; several trends suggest that concentration of ownership may increase by the time the 1980 data is examined; the proportion of independent or single station ownership remained constant in the last decade; newspaper control of broadcasting outlets and voices has declined to record low levels; and both media outlets and voices have increased in proportion faster than the population. The study concludes that various trends in the data suggest action may be called for in the future if the policy of diversified media control is to be maintained. (Author/RB)

ED 097 692 CS 201 611  
Kreger, Donald S.

**Press Opinion in the Eagleton Affair.**

Association for Education in Journalism.

Pub Date Aug 74

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Elections, Higher Education, \*Journalism, \*Media Research, \*News Media, \*News Reporting, Political Issues, \*Press Opinion, Public Opinion, United States History

Identifiers—\*Eagleton (Thomas)  
This monograph discusses the role of the press in reporting the nomination of Senator Thomas Eagleton for Vice President of the United States, the revelation of his hospitalization for mental illness six years prior to the nomination, and his eventual resignation as George McGovern's running mate in the 1972 Presidential elections. Four sections of the booklet consist of a discussion of the nomination, a description of the disclosure of Eagleton's history, an examination of the public reaction, and a review of the resignation based on reports and editorials gleaned from the news media. The final section of this document attempts to place the Eagleton affair in perspective, concluding that most elements of the news media acted responsibly during the controversy. (RB)

ED 097 693 CS 201 612  
Kirchoffer, Richard

**Journal Writing as a Means and an End.**

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, Calif., April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Composition (Literary), Descriptive Writing, \*English Instruction, Expository Writing, Higher Education, Secondary Education, Student Motivation, \*Teaching Techniques, \*Writing Exercises

Identifiers—\*Journal Writing

Journal writing can motivate students to write frequently, thereby creating content which can later be properly structured. Students who keep journals tend to write better than those who do not. To help students explore certain ideas in journals further, teachers should ask questions or make statements that relate to the students' ideas. Sometimes the teacher has to provide happenings about which students may write, or a book may serve as a source for some of their writing. However, the teacher should be careful not to take away the students' freedom, for it is this freedom that produces those unexpected, happy moments that make reading student papers pleasurable rather than painful. Journal writing can be the means to a happy ending—good papers. (SW)



ED 097 694 CS 201 613

Bearison, David J.  
Verbal Communication in Children from Person  
and Position Oriented Families.

Pub Date Sep 74

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, August 30-Sep. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Communication Skills, Elementary School Students, \*Interpersonal Competence, \*Role Perception, \*Social Environment, \*Social Status, Verbal Ability, \*Verbal Communication

This study examines the development of communication and social inference in terms of the child's immediate social environment, the child's role systems, and the standards of interpersonal relationships. Middle-class mothers and fathers of first, third, and fifth graders were asked what they say to their children in several common situations in which there is an obvious need for a parent to regulate a child's behavior. They were asked such questions as, what would you say if your child (1) refused to go to school and you knew there was nothing wrong, (2) took something off the shelf of a supermarket without paying for it, (3) picked flowers from a neighbor's garden, or (4) refused to go to bed long after bed time in order to watch something on T.V. Results show that on each of the communication measures, children of predominantly person-oriented parents were more effective communicators than children of predominantly position-oriented parents. The differences in communicative effectiveness, as measured, reflected differences in the children's ability to coordinate listener-speaker perspectives. (SW)

ED 097 695 CS 201 614

Chang, Won And Others  
Women's Page Editors: Self-Perceived Status.

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Editing, \*Employment Opportunities, \*Employment Practices, Females, Income, Job Satisfaction, \*Journalism, Media Research, \*National Surveys, Newspapers, Role Perception, \*Sex Discrimination

Identifiers—\*Women's Page

The focal points of this study are the role perceptions and the environments of women's page editors from daily and weekly newspapers across the United States. In the role perception areas, equal rights, discrimination, and the role of women in journalism are examined. Salaries, education, college major and minor, and years in the profession are some of the demographic categories studied. Findings reveal that of the 335 women's page editors studied, 305 are women and 30, men. The women's salaries are significantly less than the men's. Sixty-five percent of the women earn \$9,000 or less per year, while only 19 women, or 6 percent earn more than \$15,000 each year. Eighty-two percent of all respondents had some college or graduate school education. Forty-four percent of those editors who had attended college or graduate school took a journalism major or minor. More than 50 percent of the respondents had 10 years or less journalism experience, but the overall mean was 12.5 years. The women's page editors agree strongly that qualifications for a job should be the only considerations in employment. They feel that the prejudice against women on newspapers can be erased with some effort on the part of women's page editors. (Author/SW)

ED 097 696 CS 201 615

Language and Study Skills Manual; Language and Study Skills Handbook; and Test Book for Language and Study Skills with Supplement No. 1. Manpower Administration (DOL), Washington, D.C. Job Corps.

Report No.—PM-400-11

Pub Date 67

Note—225p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

## POSTAGE

Descriptors—\*Basic Skills, Dropout Prevention, \*Dropout Programs, Improvement Programs,

\*Language Skills, \*Program Descriptions, \*Study Skills, Verbal Ability, Writing Skills

This set of materials contains three manuals and a supplement of programs for instructors and trainees. Part 1 of the Language and Study Skills Manual contains a list of the materials to be covered in the six language skill areas (basic language skills, vocabulary skills, predication skills, grammar and usage, letter-writing, and reference and study skills), entry criterion for the program, and descriptions of the training situation and the corpmen advisory point system. Part 2 suggests instructional procedures which include the criteria for selecting the trainee for the language and study skills program, and information on how to place a trainee in a language skill area; and contains the trainee-supervised learning material. Part 3 discusses the instructor's area assignment guides in the six language skill areas. The Language Study Skills Handbook presents the rules for and examples of the skills covered in the Language and Study Skills Program. A reference book for instructors and trainees, it contains the reading selections for the tutorial program described in the Language and Study Skills Manual, Section H. The Test Book for Language and Study Skills contains copies of record sheets for the language skills areas and copies of tests and answer keys. (SW)

ED 097 697 CS 201 616

True, Michael  
American Literary Radicals from Jefferson to Ginsberg.

Pub Date Nov 73

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*American Literature, Conflict, \*Dissent, Eighteenth Century Literature, \*Literary History, Nineteenth Century Literature, Opinions, Political Attitudes, Social Attitudes, Twentieth Century Literature

Identifiers—\*Radicalism

The depth and peculiar nature of America's radical tradition in literature stand as achievements deserving special attention and renewed emphasis as the bicentennial celebration of the American Revolution approaches. This extensive and varied tradition—including poems, stories, novels, essays, sermons, journals, and letters—extends from the colonial days to the present, with some of the greatest literary radicals belonging to the immediate past—the First World War, the Depression, and the period since 1955. The possibilities of exploring the growth and continuing strength of the radical tradition are numerous, either by tracing the tradition historically or by concentrating on a specific period, on particular issues, or on groups of people. (JM)

ED 097 698 CS 201 617

Galloway, Elizabeth B. Gray, Gordon W.  
A Working Paper on Teaching Language Arts Skills to Disadvantaged Children.

Pub Date [71]

Note—36p.; Unpublished paper prepared at Clemson University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Composition Skills (Literary), \*Culturally Disadvantaged, Educational Quality, \*Educational Research, English Instruction, \*Language Arts, Language Development, Parent Attitudes, Student Attitudes, Student Needs, Teaching Techniques

This document defines culturally disadvantaged students as those students who have not had the environmental advantages that middle-class students have enjoyed, although not all such children are from homes of the poor. In viewing the research in the teaching of language arts skills to the culturally deprived, certain generalizations emerged. Some of the basic general educational objectives derived from these generalizations are: (1) development of a positive attitude by both the learner and the parent toward quality education of the disadvantaged; (2) teacher acceptance of the disadvantaged child's language development; (3) development of an outstanding language arts program based on the culturally deprived child's need, the springboard being "start where the child is"; and (4) direct planning for an integration of the language arts skills in the

total program. Specific objectives involve listening, speaking, written composition, and reading. A list of appropriate and up-to-date materials that may be useful in meeting these stated objectives is included. (SW)

ED 097 699 CS 201 620

Lutz, Richard J.  
Measurement and Diagnosis of Student Attitudes Toward a Career in Advertising. Working Paper Series, Center for Marketing Studies Paper No. 19.

California Univ., Los Angeles. Graduate School of Management.

Pub Date Aug 74

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Attitude Tests, Career Opportunities, Careers, Employee Attitudes, \*Employment Practices, \*Marketing, Occupational Surveys, \*Publicize, \*Recruitment, \*Student Attitudes, Work Attitudes

A problem currently facing many advertising agencies is the recruitment of top quality business school graduates as potential account managers. Viewing the problem from a marketing perspective, a career in advertising is seen as a product competing with other careers for the market of new graduates. Then it is possible to use one of the traditional methods of market analysis, attitude measurement, to compare the attitudes of students toward various careers. Recent research on brand attitudes has utilized an expectancy-value model, where attitude is conceptualized as a function of certain beliefs about the attitude object, weighted by some assessment of the value of the beliefs to the individual. In a study using the expectancy-value model, graduate students in business administration at the University of California, Los Angeles, responded to a questionnaire measuring attitudes toward seven different business careers, including advertising management. Results showed that advertising management ranked fourth among seven careers and was evaluated relatively neutrally. Students exhibited little disagreement as to the value of the 10 career features mentioned; however, there was considerable difference of opinion as to the ability of the careers to offer these features. Further analyses are given. (Author/TO)

ED 097 700 CS 201 623

Preston, Ivan L.  
The Questionable Rationale for Advertising Puffery as Revealed in Early English and American Legal Precedents.

Pub Date Aug 74

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Consumer Economics, \*Court Litigation, Journalism, \*Laws, Legislation, Marketing, \*Merchandise Information, Persuasive Discourse, Propaganda, \*Publicize

Identifiers—\*Puffery

The ancient principle of caveat emptor (let the buyer beware) is largely dead, but remnants of the rule remain in the privilege to use puffery, a type of subjective opinion claim which is defended by the law on the ground that it does not deceive the public even though it is false. While behavioral evidence suggests that many such claims actually deceive, the law relies instead on precedents descending from the heyday of caveat emptor which hold that various false statements are not deceptive. An examination of early English and American court precedents reveals that the precedents have arbitrarily and without reasonable justification determined that consumers are not deceived by puffery because they presumably know they should distrust it, do in fact distrust it, and have full opportunity to check the truth of such claims. The law's reason for legalizing puffery, in other words, is that it does not work. A comparison of the contrasting attitudes toward puffery taken by major advertisers, who would hardly use such claims if they thought that they did not work, would be valuable. In conclusion, puffery is no more justified today than would be any of the now-rejected aspects of



caveat emptor which once prevailed.  
(Author/TO)

**ED 097 701** CS 201 624

Gray, John W.

**Communication and Leadership.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date 73

Note—69p.

Available from—National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041 (\$2.00, Payment must accompany orders of \$5.00 or less)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors—**\*Communication Skills, Higher Education, Interpersonal Relationship, \*Interschool Communication, \*Leadership, \*Non-verbal Communication, \*Oral Communication, Parliamentary Procedures, Student School Relationship

This monograph defines communication in terms of five characteristics and provides a description of the communication process that is intended to benefit both teachers and students. Following the answer to "What Is Communication?" in chapter 1, the contents include: "The Leader as Communicator," which considers some ways to bring people together and presents ideas both for improving oneself as a communicator and for helping others to communicate; "Basic Skills for the Communicator-Leader," which examines communication skills that are primarily intended to improve public communication; and "Improving Communication Within the Student Council," which emphasizes improving group skills within the school council and reaching out to the school administration and community. The monograph concludes with a list of common parliamentary terms, a quick-reference parliamentary procedure chart, and a selected bibliography. (RB)

**ED 097 702** CS 201 625

Diederich, Paul B.

**Measuring Growth in English.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—107p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03460, \$2.50 nonmember, \$2.25 member)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors—**\*Composition (Literary), \*English Instruction, Evaluation Methods, \*Grading, Higher Education, Language Arts, \*Measurement Techniques, Secondary Education, \*Test Reliability, Writing Skills

The monograph is a complete outline for a program designed to help English departments institute logical and fair procedures for grading student essays. The contents in this monograph include "Factors in Judgments of Writing Ability," "The Effect of Bias," "Measuring Improvement in Writing," "Personal vs Staff Grading," "Standard Scores for Test Essays," "Computing the Reliability of Essay Grades," "Computing the Reliability of Objective Tests," "Design for an Examination in English Language Arts," and "Imitating Staff Grading of Test Essays." The appendixes, which comprise the second half of this monograph, include "Descriptions of Papers Rated High, Middle, and Low on Eight Qualities," "Topics for Essays," "Objective Items Based on a Central Theme," "Discrete Types of Objective Items," and "Learning to Write." (RB)

**ED 097 703** CS 201 626

Applebee, Arthur N.

**Tradition and Reform in the Teaching of English:**

A History.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—310p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 21103, \$5.95 nonmember, \$5.50 member)

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

**Descriptors—**Communication (Thought Transfer), Conventional Instruction, Curriculum, Drama, \*Educational History, \*Educational Innovation, Educational Philosophy, \*English Instruction, Grammar, Individualized Instruction, Language, Linguistics, Literary History, \*Literature Appreciation, Progressive Education, Rhetoric, Traditional Schools  
**Identifiers—**National Council of Teachers of English

Tracing the broad movements in the teaching of English—both in theory and in practice—from its origin as a subject during the 1880's to the present day, this book focuses on the aspect of the teaching of English which has absorbed the greatest amount of teacher's time, energy, and enthusiasm: the teaching of literature. Chapters, following a chronological pattern, are "Early Traditions," "The Birth of a Subject," "A School for the People," "Science and the Teaching of English," "A Framework for Teaching," "Narrowed Goals," "An Academic Model for English," "Winds of Change," and "Afterword: The Problems Remaining." Appendixes covering important dates in the teaching of English, offerings in English in the North Central area from 1860 to 1900, requirements in English literature for college entrance from 1874 to 1900, the most frequently anthologized works from 1917 to 1957, the growth of English from 1900 to 1949, and major officers of the National Council of Teachers of English from 1912 to 1974 are included, along with a selected bibliography and an index. (JM)

**ED 097 704** CS 201 629

Hsia, H. J.

**Audiovisual Between-Channel Redundancy and Its Effects upon Immediate Recall and Short-Term Memory.**

Pub Date Aug 74

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Audiovisual Aids, \*Communication (Thought Transfer), \*Educational Research, Information Dissemination, Journalism, Memory, \*Recall (Psychological), \*Redundancy

In an attempt to ascertain the facilitating functions of audiovisual between-channel redundancy in information processing, a series of audiovisual experiments alternating auditory and visual as the dominant and redundant channels were conducted. As predicted, results generally supported the between-channel redundancy when input (stimulus) was beyond the human information processing capacity. Data were also interpreted in terms of various theories such as the lower threshold, summation, energy integration, cumulative strength, cuing, and multiple traces of the audiovisual bisenary presentation, implicitly supporting between-channel redundancy. Evidence obtained from the study was also diametrically opposite to the hypothesis that short-term memory was essentially an auditory system. Based on findings in neurophysiology, it was argued that both short-term memory and long-term memory might very well be integrated systems. Some conflicting evidence was also found on the position of redundant information of one channel in relation to the other channel. Redundant information coinciding with the dominant channel in the beginning was found significantly better than that at the end with the digit-recall tasks, but not with letter-recall tasks. (Author/SW)

**ED 097 705** CS 201 630

Browne, Donald R.

**International Television Programming. If People Could Have It, Would They Watch It?**

Pub Date Aug 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**Audiences, \*Communications, \*Communication Satellites, \*Foreign Relations, Higher Education, Media Research, \*Programming (Broadcast), Television Surveys, \*Television Viewing  
**Identifiers—**\*International Communication

Most of the literature on communication satellites deals with the technological, legal, and political problems of international communication. Few writers have considered what sorts of programming the international audiences might wish to receive or would watch. Several sources of evidence suggest what the choices might be if the entire world is served by satellite-to-home, multiple channel international television. These sources are: audience reactions to "foreign" programs presently available through the domestic television services of certain countries; numerical data on programs interchanged through such regional structures as Eurovision and Intervision; and amounts and kinds of viewing done of foreign stations that can be widely received in other countries, for example, West German stations in most parts of Holland and Syrian television in many parts of Lebanon. While there appears to be an increasing interest in national and regional history, this greater interest in things national may be accompanied by a decreased interest in things foreign where television is concerned, resulting in a take over of foreign program forms for recasting in a more national mold. (Author/RB)

**ED 097 706** CS 201 631

Bowers, Thomas A. Cole, Richard R.

**How to Construct Your Own Exam on Spelling, Grammar and Punctuation.**

Pub Date Aug 74

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Grammar, Higher Education, \*Journalism, \*Punctuation, \*Spelling, \*Test Construction

To assist journalism educators in the development of spelling-grammar-punctuation examinations for their students, this paper traces the development of such an exam at the University of North Carolina at Chapel Hill. Descriptions of exam construction, administrative procedures, suggestions for exam improvement, and preliminary exam results are also included. Appended to the paper are copies of the first version of the authors' exam and their list of 700 commonly misspelled or misused words. (SW)

**ED 097 707** CS 201 632

Atkin, Charles K. Gantz, Walter

**Children's Response to Broadcast News: Exposure, Evaluation, and Learning.**

Pub Date Aug 74

Note—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Childhood Attitudes, \*Communication (Thought Transfer), Elementary School Students, Evaluation, Journalism, Learning, Mass Media, \*News Reporting, \*Television Research, \*Television Viewing

This study provides evidence of the basic parameters of elementary school students' viewing of national, local, and children's news programming. About half of the children studied regularly watched the special Saturday morning newscasts, while almost half watched adult news programming at least occasionally. News viewing increased steadily from kindergarten through fifth grade. A small number of children expressed positive evaluation of the Saturday "In the News" segments and a much smaller group strongly preferred adult news. Communication about news events with parents and friends is somewhat related to viewing; however, there is little evidence of parent-child similarities in actual exposure behavior. Demographically, sex is the major determinant of news viewing, as boys watched considerably more news programs than did girls. Assuming that exposure is either a sole or a reciprocal causal agent, the following tentative conclusions can be suggested: television news exposure produces moderately increased levels of knowledge about political affairs and popular events and persons; exposure to television news produces moderately increased levels of interpersonal discussion of news with peers and parents; and it stimulates perhaps half of the children to seek additional information. (SW)

**ED 097 708** CS 201 633  
 Berger, Allen, Ed. Smith, Blanche Hope, Ed.  
 Re-Vision: Classroom Practices in Teaching English 1974-1975. Twelfth Report of the Committee on Classroom Practices.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—122p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00894, \$2.25 nonmember, \$2.00 member)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Audiovisual Aids, Composition (Literary), Educational Innovation, \*English Instruction, Individualized Programs, \*Language Arts, Literature, \*Teaching Techniques, Ungraded Classes

The focus of this book, "re-vision," derived from concerns expressed in the open meeting of the November 1973 convention of the National Council of Teachers of English by teachers interested in changes in classroom practices which result from reflection on a particular problem and the subsequent search for a solution. Following an opening article by Allen Berger, "Vision and Re-Vision," the book is divided into four sections. "Opening Classrooms and Individualizing Activities" contains 16 articles concerning a variety of approaches to the teaching of the different language arts. "Changing the Medium" includes 7 articles which discuss the uses of audiovisual aids in teaching language arts. In "Reconsidering Writing" 10 articles view various facets of the teaching of composition, and in "Changing Approaches to Literature" 12 articles explore literature instruction. Writers of the articles teach in elementary and secondary schools, colleges, and universities in three provinces and 23 states. (JM)

**ED 097 709** CS 201 634

Poulsen, Sten C.  
 "How-To-Study" Methods—Where Did They Go? Report No. 8.

Danish Inst. for Educational Research, Copenhagen.

Pub Date 74

Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Research, \*Independent Study, \*Study Habits, \*Study Skills, \*Teaching Methods

Identifiers—\*Denmark

The introduction during the 1960's of "how-to-study methods" into the Danish educational system has been replaced by stagnation because the basis of research was too unreliable, experimental teaching was overoptimistic and marked by haste, group work has gained in popularity at the expense of independent study, and the term "effective study" has become suspect after the political radicalization of students. It is concluded that study and teaching methods must be in harmony in order to ensure the best result of learning, and a proposal is put forward for a closely-controlled teaching experiment. (Author/SW)

**ED 097 710** CS 201 635

Geuder, Patricia A., Ed. And Others  
 They Really Taught Us How to Write.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—146p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32823, \$3.95 nonmember, \$3.50 member)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), \*Effective Teaching, English Instruction, \*Evaluation Methods, Secondary Education, Senior High Schools, Teacher Developed Materials, \*Teaching Techniques, Writing Skills

This book contains a collection of articles written by teachers who, according to some of their students, really taught them how to write. The articles describe classroom methods for teaching composition that have actually worked for both teachers and students. Aimed particularly at English teachers in grades 10-12 the book includes

specific assignments for students as well as course descriptions and more philosophical pieces. The authors describe various types of student writing: a unique letter-writing assignment in "Dear Mr. Hardy"; a journal-writing activity in "Be Your Own Boswell"; and other creative and expository experiences ranging from a one-paragraph "Exercise in Description," to a five-paragraph theme, "The Chinese Box," to a lengthy research project, "The Community Documentary." Several chapters describe composition practices associated with the study of literature. While a few of these articles clearly apply only to above-average, college-bound students, most present teaching practices that are applicable, or adaptable, to average, below-average, and unmotivated students as well. (SW)

**ED 097 711** CS 201 636

Tiedt, Iris M., Ed.

Drama in Your Classroom.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—50p.; Reprints from the January 1974 issue of "Elementary English"

Available from—National Council of Teachers of English, 1111 Kenyon Road Urbana, Illinois 61801 (Stock No. 08538, \$1.65 nonmember, \$1.50 member)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Creative Dramatics, \*Creative Expression, \*Elementary Education, Language Arts, \*Motivation Techniques, Self Expression

This publication contains articles offering new perceptions of creative drama in the elementary school basic English program. Creative drama is viewed as the core of a child's imagining, improvising, and language processes. Articles included are "Drama in the Classroom" by Sister Marie P. Hardy; "The Ray Bradbury Dramatic Workshop" by Dan Donlan; "Creative Dramatics in a Language Arts Program: Personal Growth and Self-Expression" by Beatrice A. Furner; "Puppetry" by Myra Weiger; "Creative Dramatics as a Classroom Teaching Technique" by Harriet W. Ehrlich; "Dramakinetics—An Approach in Creative Expression" by Sister Jannita Marie; and "Creative Drama in the Language Arts Program, or 'Catch that crab before he finds a hole!'" by Linda Reed. (SW)

**ED 097 712** CS 201 637

Sullivan, Zola Jiles

Language Arts in the Elementary Schools, EEL-402 Communication Skills; Revised Fall Quarter, 1974.

Florida International Univ., Miami.

Pub Date 74

Note—81p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), Creative Writing, Dictionaries, Drama, Elementary Education, Grammar, \*Language Arts, Listening, Literature, Spelling, \*Teacher Education, Teaching Guides, Vocabulary Development, Writing Exercises

In order that the teacher trainee may gain knowledge, skills, and proficiency in the communication skills instruction of elementary school children, this handbook of modules focuses on five major areas of the language arts—listening, speaking, reading, writing, and dramatizing. Eight modules are included: "Overview, Interrelationship, and Organization of the Language Arts in the Elementary School"; "Listening, Vocabulary Development, and Dictionary Skills"; "Developing Word Power Through Oral Language"; "Sharing Literary Experiences with Children—Drama"; "Writing: Structured and Non-Structured—Handwriting, Creative Writing, Composition"; "The Development and Maintenance of Handwriting as a Legible Tool for Communication and Self-Expression"; outline of the topics and their sequence for K-6. (JM)

**ED 097 713** CS 201 638

Eberhard, Wallace B. Bickers, Christopher E.

Georgia Journalism: A Selected, Annotated Bibliography.

Pub Date Sep 74

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Autobiographies, Biographies, Communication (Thought Transfer), Higher Education, History, \*Journalism, Laws, Mass Media, Secondary Education, Southern States

Identifiers—\*Georgia

Assembled as a preliminary list of publications concerning Georgia journalism, this selected, annotated bibliography is intended to be useful to secondary teachers interested in history and journalism, to be helpful to students and scholars of mass media, and to indicate some obvious gaps in the literature of journalism as it pertains to the state of Georgia. Listings are divided into four categories: autobiographies, biographies, and reminiscences; communication law; history; and miscellaneous works. Also included are several volumes which apply generally to the field of mass media, particularly to some aspect of journalism history in the south. (JM)

**ED 097 714** CS 201 639

Doll, Theodore J. And Others

Identification of Component Processes in Sentence Comprehension.

Pub Date Nov 73

Note—17p.; Paper presented at the Annual Meeting of the Psychonomic Society (St. Louis, Missouri, November 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Adults, American English, Cognitive Processes, \*Comprehension, \*Educational Research, Semantics, \*Sentences

Using reaction time, the interaction between stimulus sentences requiring varying degrees of inferential activity and tasks requiring different levels of cognitive processing is investigated. Effects of thematic and nonthematic contexts are also examined. Results suggest that analyses of processing time may provide useful insights into the comprehension process. (Author)

**ED 097 715** CS 201 640

Rees, Richard D. Pedersen, Darhl M.

Poetic Evaluation Rating Scale.

Pub Date 65

Note—12p.; See related documents ED 091 717-770 and CS 201 641-642

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Research, Fiction, High Schools, Junior High Schools, Language Arts, \*Literature Appreciation, \*Measurement Instruments, \*Poetry, Post Secondary Education, Research Tools, Resource Materials, \*Semantic Differential

Identifiers—\*The Research Instruments Project, TRIP

Designed to assess readers' evaluations of poems or other works of fiction, the Poetic Evaluation Rating Scale (PERS) is a set of 15 semantic differential scales. After each set of 11 poems, the reader checks a point along a line between two adjectives with opposite meanings (bi-polar adjectives). Each pair of adjectives is 1 of the 15 scales, all of which the reader checks after reading each poem. The 11 poems in PERS are from major literary periods in British or American literature. The set of semantic differential scales could be used to assess evaluation of any work of literature. No reliability or normative data are reported. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, authors, date, and age range (Junior High/Post Secondary) and describes the instrument's purpose and physical characteristics.] (JM)

**ED 097 716** CS 201 641

Berko, Jean

Berko's Test of Morphology.

Pub Date 58

Note—61p.; See related documents ED 091 717-770 and CS 201 640-642

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Child Language, \*Educational Research, Grade 1, \*Language Arts, \*Language Development, \*Measurement Instru-

ments, \*Morphology (Languages), Phonics, Preschool Tests, Primary Grades, Research Tools, Resource Materials, Word Recognition Identifiers—\*The Research Instruments Project, TRIP

This study explores and describes the evolution of the child's ability to apply morphological rules to new words by asking the child to inflect, to derive, to compound, and to analyze compound words. Nonsense words for the test were created following the rules for possible sound combinations in English. Pictures to represent the nonsense words were then drawn on cards. Test administration takes 10-15 minutes per child. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range preschool, primary, and describes the instrument's purpose and physical characteristics.] (RB)

ED 097 717 CS 201 642

Fraser, Colin And Others  
The Imitation-Comprehension-Production Test (ICP).

Pub Date 63

Note—20p.; See related documents ED 091 717-770 and CS 201 640-641

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Child Language, Comprehension, \*Educational Research, Grammar, Language Arts, \*Language Development, \*Language Skills, \*Measurement Instruments, Preschool Education, Research Tools, Resource Materials Identifiers—\*The Research Instruments Project, TRIP

Designed to determine whether as language develops particular utterances or features of an utterance are ordinarily understood before the same utterances or features are produced, this instrument consists of 10 different grammatical contrasts, called problems. Each problem includes two utterances which are identical except for some grammatical feature, and line drawings illustrate each contrast. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (preschool), and describes the instrument's purpose and physical characteristics.] (RB)

ED 097 718 CS 201 643

Rubin, Rosalyn Buism, Nissan  
Language Parameters in Written Compositions of Nine Year Old Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Grant—OEG-32-33-0402-6201

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Aug. 30-Sept. 3, 1974)

Available from—Educational Follow-Up Study, 5 Pattee Hall, University of Minnesota, Minneapolis, Minnesota 55455 (Write for price)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Composition (Literary), \*Educational Research, Grade 4, Intermediate Grades, Language Arts, Language Development, \*Language Skills, \*Measurement Instruments, \*Writing Skills, Written Language Identifiers—WLP, \*Written Language Profile

The purpose of this study was to develop a foundation for reliable and effective measurement of significant parameters in the development of written language skills in school age children. The subjects for the study were 25 nine-year-old children, 12 boys and 13 girls, who were randomly selected from among 1,559 participants. The findings indicated that: the "words per sentence" measure is relatively independent of language

productivity, correctness of usage, abstractness, and vocabulary diversity; the "mean length of T-unit" is relatively independent of language productivity and correctness of usage; the "total T-unit" is independent of the "mean length of T-unit"; the "total T-unit" is negatively correlated with correctness of usage; "total words" and "total sentences" are very highly correlated, suggesting that they are equivalent as expressions of productivity; and "total words" and "total sentences" correlate highly with errors of punctuation and addition, vocabulary diversity, and abstractness. Recommendations for the development of a Written Language Profile (WLP) are made on the basis of these findings. (RB)

ED 097 719 CS 201 644

Teaching English in Two-Year Colleges: Three Successful Programs.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—137p.; Reprinted from the May 1974 "College English" and October 1971 "College Composition and Communication"

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*College Programs, Community Colleges, Composition (Literary), \*English Instruction, \*Guidelines, Higher Education, Instructional Materials, \*Junior Colleges, \*Program Descriptions, Reading, Teacher Education, Teaching Techniques

This monograph is intended to provide English teachers, department heads, and administrators in two-year colleges with program descriptions and guidelines indicating the variety of materials and methods currently in use. The contents of this monograph include "English at Forest Park Community College," "English at Hinds Junior College," "Reading and Writing at Staten Island Community College," "Graduate Departments and Community College English Teachers," and "Guidelines for Junior College English Teacher Training Programs." (RB)

ED 097 720 CS 201 645

Spottswood, Sara  
Modern Drama—Illusion: The Recall to Sanity.

Pub Date Feb 74

Note—17p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (9th, Jackson, Mississippi, February 21-23, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Authors, \*Drama, \*Fantasy, Literary Analysis, \*Literary Criticism, \*Realism, \*Twentieth Century Literature

Identifiers—\*Theater of the Absurd

Four twentieth century playwrights—Pirandello, Giraudoux, O'Neill, and Albee—differed in their solutions to the human dilemma and in their philosophic apprehensions of human dilemmas, but all four showed interest in the basic concerns of all humanity: body and soul, appearance and reality, the real and the ideal. Albee, the only one of the four now living, professes a radically different approach to what the theater arts should be about. However, he does reveal some similarity to the other three. He feels man's existence is absurd because of its lack of purpose. Pirandello's "Henry IV," 1922, makes explicit the enigma of existence as well as the duality of personality. Eugene O'Neill's plays are concerned with illusion and reality for two reasons: he was interested in man's relationship with God and in man's finding himself. Thus, he innovated endlessly with the mask as a means of man's finding himself in the real world while maintaining his spiritual and mystical kinship with the world of imagination. Jean Giraudoux was somewhat anachronistic in that he neither worshipped the past (ancient myth) nor followed the herd (allied himself with the Theater of the Absurd). (SW)

ED 097 721 CS 201 648

Cofer, Mary Jane

Learning Climate as It Affects the Cognitive and Affective Learning of a Selected Group of Students.

Pub Date Jul 73

Note—255p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—\*Affective Objectives, \*Cognitive Objectives, College Freshmen, Communication Skills, Educational Environment, \*Educational Research, \*English Instruction, Listening, Negro Students, Speaking

To determine the effects of a permissive, non-punitive learning climate on the affective and cognitive learning of black freshmen English students, 30 black freshmen English students were grouped heterogeneously in a writing laboratory at Hampton Institute during the 1971-72 academic year. Three hypotheses were tested: (1) communication is a process involving both listening and speaking that can be stimulated in a supportive climate; (2) the development of communication proficiency must be based on both affective and cognitive change, and (3) the emphasis should be placed on developing a good relationship among all participants. The affective goal was to advance the student one step on a six-step scale which included the nonreceiver, the absorber, the responder, the speaker, the organizer, and the synthesizer. The cognitive goal was to increase the student's California Achievement Test Language proficiency pretest by one grade level on the California Achievement Test posttest. Results reveal that the average affective growth was 1.7 inventory steps, and average cognitive gain was 1.46. Grade levels exceeded the established goals. (Author/SW)

ED 097 722 CS 201 649

What Do You Want to Know about the National Spelling Bee? Fact Sheet and List of 1974 Champions and Sponsoring Newspapers with Contest Rules.

National Spelling Bee, New York, N.Y.

Pub Date 74

Note—21p.

Available from—National Spelling Bee, c/o Scripps-Howard Newspapers, 200 Park Avenue, New York, New York 10017

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Elementary School Students, Language Development, \*National Competency Tests, \*Spelling, Vocabulary Development Identifiers—\*National Spelling Bee

The National Spelling Bee, which is designed to help boys and girls improve their spelling, increase their vocabularies, and develop correct English usage, began in Louisville, Kentucky, in 1925 with nine sponsoring newspapers and contestants. The contest is now sponsored by daily and Sunday newspapers throughout the United States. Newspapers pay an annual sponsorship fee which goes into a fund to be used for awards and for the operation of the National Spelling Bee. The only requirements which a sponsor must fulfill concern the age and grade of the speller it sends to the National Spelling Bee. The speller must not reach his sixteenth birthday on or before the date of the national finals, and he must not have passed beyond the eighth grade. Every contestant participating in the National Spelling Bee in Washington receives a cash award, the amount depending on his or her order of finish in the competition. Some of the contest rules are: contests for classroom, school, district, city or regional championships may be conducted either in writing or orally, or a combination of the two; and words used in the national finals shall be selected from the book "Words of the Champions," from the lists used in the various city and regional contests, and from "Webster's Third New International Dictionary" and its 1966 Addenda Section. (SW)

ED 097 723 CS 201 650

Rank, Hugh, Ed.

Language and Public Policy.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—248p.; Prepared by the NCTE Committee on Public Doublepeak

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 25733, \$3.95 nonmember, \$3.75 member)

Document Not Available from EDRS.

Descriptors—Higher Education, \*Language, Language Planning, Language Usage, Politics, Propaganda, Publicize, \*Public Policy, Public Speaking, Secondary Education, \*Social Influences

Identifiers—\*Public Doublepeak



As an early product of the National Council of Teachers of English (NCTE) Committee on Public Doublespeak, this publication seeks both to provide teachers of English and speech already concerned about the social effects of language with current studies on the subject and to persuade other colleagues of the importance of preparing students to cope with dishonest and inhumane uses of language. The first section contains a representative sampling of the Watergate articles which focused on language manipulation, while the second section includes articles relating to the countering of commercial and political propaganda. The third section, introduced by an exhortation for action from Congressman Robert F. Drinan, contains speeches focusing on language abuse delivered recently by leaders of academic and scholarly organizations. In the last section, information is presented by members of the NCTE Committee on Public Doublespeak. (JM)

ED 097 724 CS 201 652

**Drama in the Elementary School.**  
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.  
Pub Date 74  
Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Acting, \*Creative Activities, \*Creative Dramatics, Creative Expression, Creative Teaching, \*Drama, \*Elementary Education, Elementary School Curriculum, Language Arts, Role Playing, Teaching Techniques

In introducing drama into the elementary classroom it is wise to start by having children portray that which they have experienced. First attempts should be short and simple with later attempts more complex and of longer duration. The first section of this bulletin offers numerous types of preliminary activities. The remainder of the booklet presents two experiences that are culminated as examples of what can be done with elementary school children and drama. The first experience described is the Medieval Day, an attempt to immerse the child in an environment in which things happen in a spontaneous, though structured, manner. It fills an entire school day in which the children and the teacher assume roles and engage in activities befitting those roles. Preparations for these role-centered activities are the core of the unit as the Day is its culmination. The second experience presented is the production and staging of a play. A description of the actual production of "Wizard of Oz" at one elementary school provides examples. A glossary of stage terms completes the bulletin. (TO)

ED 097 725 CS 201 655

**Campbell, Laurence R.**  
**Texas High School Publications.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, High Schools, \*Journalism, \*School Newspapers, School Publications, \*Senior High Schools, \*Student Publications, \*Yearbooks

Identifiers—\*Texas  
This compilation of student publications contains chronologically arranged listings of school newspapers, yearbooks, and magazines founded and in existence in Texas senior high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. A listing of accredited journalism courses in Texas high schools and their inception dates is also included. (RB)

ED 097 726 CS 201 656

**Campbell, Laurence R.**  
**Pennsylvania High School Publications.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks

Identifiers—\*Pennsylvania  
This compilation of student publications contains chronologically arranged listings of school

newspapers, yearbooks, and magazines founded and in existence in Pennsylvania. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 097 727 CS 201 657

**Campbell, Laurence R.**  
**Maryland High School Publications.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—2p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks

Identifiers—\*Maryland  
This compilation of student publications contains chronologically arranged listings of school newspapers, yearbooks, and magazines founded and in existence in Maryland high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 097 728 CS 201 658

**Campbell, Laurence R.**  
**Tennessee High School Publications.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—2p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks

Identifiers—\*Tennessee  
This compilation of student publications contains chronologically arranged listings of school newspapers, yearbooks, and magazines founded and in existence in Tennessee high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 097 729 CS 201 659

**Campbell, Laurence R.**  
**High School Publications in Rhode Island.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—3p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks

Identifiers—\*Rhode Island  
This compilation of student publications contains chronologically arranged lists of school newspapers, yearbooks, and magazines founded and in existence in Rhode Island high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 097 730 CS 201 660

**Campbell, Laurence R.**  
**North Carolina High School Publications Since 1900.**  
Quill and Scroll Studies, Tallahassee, Fla.  
Pub Date 74  
Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks

Identifiers—\*North Carolina  
This compilation of student publications contains chronologically arranged listings of school newspapers, yearbooks, and magazines founded and in existence in North Carolina since 1900. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 097 731 CS 201 662

**Ney, James W.**  
**Elitism, Racism and Some Contemporary Views of English Spelling.**  
Pub Date 74  
Note—50p.

Available from—Sancho Educational Enterprises, P. O. Box 27983, Tempe, Ariz. 85282 (\$2.00 paper)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Bias, Educational Research, \*Environmental Influences, Linguistics, Lower Class Students, \*Orthographic Symbols, \*Racism, \*Spelling

Three current views of the English orthographic system defend this system as adequately spelling contemporary American English. The validity of these views is questionable, as are the implied presuppositions on which they are based. The three perspectives may also be investigated in terms of their adequacy and internal consistency. The major thrust of the inquiry stems from the suggestion that a spelling system such as the one used by English speakers discriminates against the children of the lower classes because they do not live in an environment which gives occasion to use the linguistic forms enshrined in the orthography. Children of the upper classes, however, live in an environment which gives them greater opportunity to use the forms reflected in the English orthography. Based on these assumptions, current English spelling favors the children of the bureaucratic elite and thus has an implicit racist bias. (SW)

ED 097 732 CS 201 665

**Knudson, Richard L., Ed.**  
**Emphasis: Different Approaches.**  
New York State English Council.  
Pub Date 74  
Note—106p.

Available from—Alan Nelson, Executive Secretary, Union College Humanities Center, Schenectady, N. Y. 12308 (\$2.00)

Journal Cit—The English Record; v25 n3 Entire Issue Summer 1974

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Classroom Techniques, Drama, Elementary Education, \*English Instruction, Fiction, Literature, \*Literature Appreciation, Negro Culture, Negro Dialects, Novels, Poets, Pronunciation Instruction, Secondary Education, Speeches, Teacher Influence, Television

Articles in this publication either deal with one of a variety of topics involved under the broad heading of the teaching of English or, more specifically, concern the different approaches to the teaching of literature. Titles are "The Psychology of Remediation"; "Non-Standard Negro Dialect: Myth or Reality?"; "The Teaching of Pronunciation in the Second Dialect Classroom"; "To Teach Black Culture, Serve 'Em Soul!"; "American Novelists as Poets: The Schizophrenia of Mode"; "Anti-Totalitarian Fiction"; "Gee You're a Nice Guy But a Lousy Teacher!"; "What To Teach?"; "What English Teachers Should Know About Criticizing Students' Classroom Speeches"; "Renaming and Differentiating Culture Levels and Functional Varieties"; "How Television Can Be Used to Motivate Students Who Are Turned Off to Literature"; "Child Drama...And Jonathan Livingston Seagull"; "As They Like It...A Visual Approach to Shakespeare for Young Students"; "The Reading Teacher's Right to Write"; "One Day in the Life of Ivan Denisovich—And One Day in Ours"; "Try It On Monday"; and "Cover Photo '141st Street, New York.'" (JM)

ED 097 733 CS 500 720

**Gordon, Thomas F.**  
**Mass Media and Socialization: Theoretic Approaches.**  
Pub Date Apr 74

Note—53p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Child Development, Cognitive Ability, \*Cognitive Development, \*Mass Media, \*Media Research, Social Agencies, Socialization

This paper examines the major theoretical approaches to the study of socialization, with an emphasis on media effects. The three major bodies of literature studied are the major theoretic approaches utilized in the general area of developmental psychology, the theoretical paradigms evident in studies dealing more specifically with child socialization, and the research

evidence related specifically to mass media and socialization. The more common of theoretical approaches has been to designate three major models: (1) mechanistic, in which man is seen as primarily reacting to external forces which mold his behavior and personality; (2) organismic (structural or cognitive-development), in which man is seen as an active rather than reactive organism; and (3) psychoanalytic, in which emphasis focuses on a combination of drives, thoughts, and emotions in conjunction with basic psychosexual stages. These approaches to the mass media provide conceptual and empirically derived research schemes for the study of the media's influence in the socialization process. (SE)

**ED 097 734** CS 500 758

*Silverblank, Francine*  
Using Communication Models to Analyze Decision-Making in the Developmental Process.

Pub Date Apr 74

Note—13p; Paper prepared for the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 15-19, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), \*Curriculum Development, \*Decision Making, \*Information Theory, Models, Organizational Climate, Problem Solving

This paper uses two communication models, Goffman's theatrical model and Harris' psychological model, to illustrate the communication process as it occurs in curriculum projects and to analyze the processes by which people influence each other—decision making and nondecision making. It is suggested that viewing such projects from diverse perspectives, such as organizational theory of communication theory, provides additional tools for analyzing and predicting what occurs in the area of curriculum development. (TO)

**ED 097 735** CS 500 780

*Chesbro, James W.*  
Teaching Political Persuasion—A Social Movements and Message-Centered Procedure.

Pub Date Apr 74

Note—65p; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, Wisconsin, April 1974)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Course Content, Higher Education, \*Instructional Materials, \*Persuasive Discourse, \*Political Issues, Rhetorical Criticism, Social Values

The materials contained in this document provide the instructional framework for a course on contemporary ideologies and rhetorical strategies in political discourse. The following materials are included: a speech outlining and defining the area of study called political communication, a theoretical and methodological approach for understanding the way in which symbols and politics are related; a course syllabus which explains the course objectives, lists the required and recommended textbooks for the course, and outlines a course schedule; sample handouts which have been used as instructional aids during lectures or as the bases for class discussions; and a bibliography which parallels the topic and lecture order of the course syllabus. (RB)

**ED 097 736** CS 500 786

*Hawkins, Brian Book, Cassandra*  
Relational Communication: An Integration of Theory and Structure.

Pub Date Apr 74

Note—14p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavior Patterns, \*Communication (Thought Transfer), \*Educational Theories, Higher Education, Human Relations, \*Interpersonal Relationship, \*Literature Reviews, \*Models, Social Relations, Speech

This paper defines the variables involved in relational communication, incorporates and organizes these variables into a framework, and proposes relationships between these variables to

produce a model with heuristic capabilities. Relational messages include information about the feelings, personalities, and identities of the people involved in communication interaction. The basis for evaluating relational messages is in terms of six dimensions: consistency, salience, stability, valence, perceived manipulation, and idiosyncratic credit. This model has been developed to provide a framework which illustrates the essential components of relational communication and their interrelationships in a concise manner. (RB)

**ED 097 737** CS 500 794

*Hildum, Donald C.*  
Systems, Purposes, Images, Plans: A Communication Model.

Pub Date Apr 74

Note—18p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Conceptual Schemes, Higher Education, Linguistics, \*Models, Psychology, \*Systems Approach, \*Systems Concepts, Theories

A definition and a general description of communication that makes use of the insights of linguistics and psychology are presented in this paper, along with a conceptual model of communication that incorporates a systems approach. Following a lengthy discussion of the components required for a communication exchange, the systems approach model is described and schematized. The concepts image (the locus of a plan) and plan (a chain of images) are then related to the acts of sending and receiving messages, and the element of intentional and unintentional communication is discussed. Finally, the contributions from the fields of behavioristic and neobehavioristic psychology and linguistics are discussed, and it is concluded that a semantic theory which recognizes the plan/image duality in communication systems will have to be formalized. (RB)

**ED 097 738** CS 500 800

*Lynn, Elizabeth Meagher*  
Philosophical Assumptions About the Nature of Reality in "The New Rhetoric."

Pub Date Dec 73

Note—20p; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Audiences, \*Authors, \*Communication (Thought Transfer), Higher Education, \*Philosophy, Rhetoric, \*Rhetorical Criticism, Theories

Identifiers—\*New Rhetoric, Olbrechts Tyteca (L), Perelman (Chaim), Reality

This paper attempts to extract and summarize the truth-, fact-, and reality-bases of Chaim Perelman's and Mme. L. Olbrechts-Tyteca's "The New Rhetoric." This paper considers: the four basic factors which the theorist needs to take into account when interpreting "The New Rhetoric"; the descriptive characteristics of the universal audience found scattered throughout "The New Rhetoric" which serve as a key to the authors' conceptions of the reality shared by a speaker and his universal audience; and the way in which the foregoing relate to the authors' direct statements about the nature of reality. (RB)

**ED 097 739** CS 500 830

*Hocking, John E. Miller, M. Mark*  
Teaching Basic Communication Science Concepts Through a Guided Literature Review.

Pub Date Apr 74

Note—25p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Instruction, \*Communication (Thought Transfer), Graduate Study, \*Information Science, Information Theory, \*Literature Reviews, Research, Research Methodology, Sciences, \*Teaching Techniques Students in introductory classes in communication research methodology are told several basic concepts; science is cumulative; science is self-

correcting; empirical controversies are resolvable; and science is creative and exciting. However, unless evidence in the form of empirical data is presented to support these assertions, most students fail to fully comprehend them. Introducing students to studies selected from closely related strains of research literature could enable them to understand such concepts within the field of communication research. Two areas of communication research provide studies for such literature review: the "risky-shift" phenomenon, perhaps best suited for undergraduate introductory courses, and the dissonance theory/self-perception controversy, probably more appropriate for a graduate course. (References in two additional areas—distraction and persuasion, and the two-step flow hypothesis—and general references are provided.) (JM)

**ED 097 740** CS 500 831

*Brown, Darlene Novakovich Brown, Dennis Earl*  
Sex Stereotyping of Occupational Roles as a Determinant of Source Credibility.

Pub Date Apr 74

Note—17p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Communication (Thought Transfer), \*Credibility, \*Information Sources, \*Occupational Information, Sex Role, \*Sex Stereotypes

This study tested sex stereotyping of occupational roles as a determinant of source credibility. The two main independent variables involved sex of communicator and occupation of communicator. Occupations, analyzed only in terms of whether or not the occupation could be considered typically a "man's" or a "woman's" field, were chosen on the basis of a pretest used to determine male or female dominance. The dependent variables were initial source credibility scores as measured by a semantic differential. Independent variables were manipulated through an introductory statement. For each occupation all information was held constant. Subjects were then asked to rate each proposed speaker on the basis of information given. The authors used a semantic differential consisting of 12 scales. Results from the study indicate that sex of the source alone (sex stereotyping) does not account for credibility ratings and that sex stereotyping of occupational roles cannot be considered a single determinant of source credibility. Tables of findings are included. (Author/JM)

**ED 097 741** CS 500 837

*Krull, Robert And Others*  
Program Entropy and Structure: Two Factors in Television Viewership.

Pub Date Apr 74

Note—41p; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Audiences, Behavior Patterns, Communication (Thought Transfer), Higher Education, \*Information Processing, \*Programming (Broadcast), \*Television Research, \*Television Viewing, \*Viewing Time

Identifiers—\*Entropy

The objective of this study was to compare an information processing based measure of television program form to a measure of form based on the perception of the organization of program production elements. Three hypotheses were set up to test the presumption that the two program measures are related to the same underlying dimension: show scores for entropy and structure were expected to be correlated, viewing and liking of both measures of program form was expected to be non-random in the same way, and differences in viewing and liking patterns were expected to be similar. The DYNUFAM scores for program form entropy and the Structure measures of program organization were found to be correlated at a statistically significant level, and it appears that two measures of program form are tapping the same underlying dimensions. One hypothesis failed to receive support: although liking of both measures of program form was expected to be non-random so that programs were tightly clustered, the data indicate that the opposite is true. (RB)

**ED 097 742** CS 500 839*Barnett, George A.***Social System Homophily as a Function of Communication.**

Pub Date Apr 74

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS****POSTAGE**

Descriptors—\*Communication (Thought Transfer), Cultural Exchange, Higher Education, Interaction, \*Multidimensional Scaling, Research Design, \*Research Methodology, \*Research Tools, \*Social Relations

This paper proposes that a study be done in the area of diffusion of innovations using a recently developed communication methodological tool, metric multidimensional scaling (MDS). An argument is made for using MDS to measure cultural concepts which are shared by members of a society. A definition of homophily-heterophily is presented as the canonical correlation between the spaces of two different social systems. The proposition is presented that as two societies interact and communicate they will become more homophilous over time. (RB)

**ED 097 743** CS 500 845*Boyd, John A.***The Measurement of Language Change.**

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Cloze Procedure, Communication (Thought Transfer), Higher Education, Language Patterns, \*Language Research, \*Language Usage, \*Measurement, \*Social Change, Social Relations

Identifiers—\*Clozotropy

The purpose of this study was to determine whether clozotropy would reveal the amount and rate of language change in a specific social group. Students in four basic interpersonal communication classes at the University of Wyoming were selected at the beginning of the semester to serve as subjects for this study. Two major conclusions were reached in this study: the degree of language change in the four independent classrooms changed significantly over the semester, with the change in the direction of higher clozotropy scores, and the rate of change was situationally dependent. (RB)

**ED 097 744** CS 500 847*Kings, Thomas R.***A Contract Approach to a Fundamentals of Speech Course.**

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Course Content, \*Course Descriptions, Evaluation Methods, Higher Education, Oral Expression, \*Performance Contracts, Speech Curriculum, \*Speech Instruction, Teaching Methods

The contents of this document include a paper describing a contract approach in the fundamentals of speech course and the syllabus for the course taught for the last six quarters at Florida State University. The course description outlines the objectives, grading procedures, and requirements for successfully fulfilling the performance contract signed by each student. The syllabus describes the contents of the course and lists the instructional materials. (RB)

**ED 097 745** CS 500 849*Helman, Hazel***Teaching Interpersonal Communication.**

Pub Date 74

Note—23p.

Journal Cit—North Dakota Speech and Theatre Association Bulletin; v2 n2 p7-29 Winter 1973-74

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Communication Skills, Course Descriptions, \*Curriculum Guides, \*Inter-

personal Relationship, Listening, Nonverbal Communication, Oral Communication, Secondary Education, Speaking

Identifiers—\*Interpersonal Communication

Interpersonal communication is a complex study of speaking and listening, and of verbally and nonverbally interacting with human beings in a one-to-one basis, in a small group, or within a large group or crowd. It is a new approach to teaching the skills of conversation, group discussion, and public speaking. An outline for teaching an interpersonal communication course to high school students is presented in this article. The goals of this course are (1) to create an awareness of communication barriers within oneself and within and between others, (2) to create an understanding and appreciation of self and others, and (3) to provide self-confidence so that individuals will be less hesitant to express themselves in all speaking situations. The course is divided into seven units: knowing and trusting each other, the sharing of selves, trust, communication theory, verbal symbols, nonverbal communication, and listening. Numerous activities are given for each unit. A bibliography concludes the article. (TO)

**ED 097 746** CS 500 858*Millar, Dan Pyle***Balance in the Community College Forensic Program.**

Pub Date 74

Note—17p.

Journal Cit—Georgia Speech Communication Journal; v5 n2 p41-56 Spring 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—Communication Skills, Community Services, \*Debate, \*Educational Objectives, Intercollegiate Programs, \*Junior Colleges, Relevance (Education), Speaking Activities, \*Student Attitudes, Student Development, \*Student Motivation

This paper suggests a cocurricular forensic program for departments of speech in junior colleges. Because the junior college has a commuting student body, many of the students hold part- or full-time jobs apart from class work, and nearly one student in four is married, the forensic program must show the student postcollege vocational applicability while being an immediately stimulating but not constantly demanding responsibility. It must also be an educationally sound, need-satisfying program which provides for a wide range of student abilities and motivations. Debate/forensics is valuable for the community college student because it provides training in how to think quickly as well as critically, in how to express ideas clearly so that they may be understood and evaluated by others, and in organizing and integrating many arguments coherently. It also develops tolerance for different points of view. Community college forensic programs must have balance in the following areas in order to satisfy the needs of the students, the objectives of the college, and the demands of the community: competitive intercollegiate activities, competitive and nondecision intramural events, and community service in the form of a speakers' bureau. (SW)

**ED 097 747** CS 500 859*Halliday, Mina Gail***Communication Is Getting It Together.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Dec 73

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Curriculum Development, Educational Objectives, Elementary Schools, Interdisciplinary Approach, \*Language Arts, Middle Schools, Program Evaluation, \*Speech Education, Speech Skills, Theater Arts, \*Verbal Communication

Identifiers—\*Illinois

A major concern of educators in Illinois and elsewhere is that students be given the opportunity to master the basic skills of reading, communication, computation, and problem solving. It is important for school districts to recognize this concern on a local level by including in the program plan for their districts student goals which mention skills in critical thinking, listening, speaking, creative or leisure time pursuits, responsible communication in our democracy, and the awareness

of self-importance in human relations. These skills should begin to be developed in the elementary and middle school and continue through high school and beyond. As part of the language arts program in Illinois schools, speech/theatre courses can effectively help meet educational goals established by the districts and the Office of the Superintendent of Public Instruction. The speech/theatre discipline can be effective and timely to present and future educational goals as well as create skills and attitudes that relate to all other learning areas. (SW)

**ED 097 748** CS 500 869*De Barone, Elissa***On Graduate Research and Study.**

Pub Date 74

Note—7p.

Journal Cit—Georgia Speech Communication Journal; v5 n2 p19-24 Spring 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Graduate Study, \*Higher Education, \*Program Evaluation, Small Schools, \*Speech Education, \*Student College Relationship

Graduate school is a game for which students need to know the rules and in which students must be willing to play. It marks the end of undergraduate study and the beginning of entrance into a society of the elite. Some of the problems students usually encounter in graduate school are limited social life, adjustment to work loads, disparity between formal and experiential knowledge, and constant worry about job opportunities after graduation. The problems are often lessened in smaller universities because faculty members in speech departments are usually willing to listen and are easily accessible to students. Though this may not be true of larger universities, students should take advantage of whatever assistance they are given. (SW)

**ED 097 749** CS 500 870*Fryar, Maridell Wise, Charles N.***The High School Forensic Program: Resource for School and Community.**

Pub Date 74

Note—16p.

Journal Cit—Georgia Speech Communication Journal; v5 n2 p26-40 Spring 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Cocurricular Activities, Communication Skills, Community Involvement, Community Services, \*Debate, Discussion Experience, Interpretive Reading, Oral Expression, \*Public Speaking, Secondary Education

There is valid criticism that contest debate practices constitute both a reality gap between contest debate and actual public communication, and a closed feedback loop among coaches, judges, and debaters. However, remedial and preventive action is possible if forensics directors are highly motivated to work within a broad program of communication skills and are thus willing to become salesmen in the school and the community for their product: informed and skilled communicators. Among the many possible resource activities are oral interpretation activities involving prose and poetry reading in schools, presentations for civic clubs and school assemblies, and community programs for shut-ins, the blind, rest homes, the underprivileged, and the handicapped; extemporaneous activities in social studies classes and community events; parliamentary procedure activities in various organized groups; debate activities; public address activities; and discussion activities. (JM)

**ED 097 750** CS 500 871*Atkin, Charles K. And Others***Reciprocal Causality among Political Interest, Political Knowledge and Mass Media Exposure.**

Pub Date Apr 74

Note—23p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—College Students, \*Communication (Thought Transfer), \*Elections, Higher Education, \*Mass Media, \*Media Research, News Media, Political Attitudes, \*Political Issues, Social Attitudes

This study utilized a cross-lagged correlational technique to determine the causal relationship



among media exposure patterns, political and information level, and degree of interest in the 1972 Presidential campaign. It was hypothesized that exposure to campaign content in newspapers, television, radio, and news magazines would lead to higher levels of knowledge and interest. A reciprocal flow of causation from each variable back to exposure was also predicted. Undergraduate students at Michigan State and Colorado State Universities were administered a questionnaire five weeks before the presidential election, and again the day before the election. The analysis showed that October exposure predicted November knowledge above a "no cause" baseline and that the reverse correlation also exceeded the criterion figure. (Author/RB)

**ED 097 751** CS 500 877

Rothman, William David

Three Essays in Aesthetics: 1. A Theory of Art as a Threefold Relation Among Artist, Work of Art and Audience, 2. Toward a Theory of Narrative Film, and 3. An Analytical Description of the Film "Notorious."

Pub Date 74

Note—329p.; Ph.D. Dissertation, Harvard University

**EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE**

Descriptors—\*Aesthetic Education, \*Art, Art Appreciation, Doctoral Theses, Films, \*Film Study

Identifiers—Notorious

The subjects of the three separate, but related essays in this dissertation are art in general, one particular art form, and one individual work of art. The first essay, a continuous piece of sustained abstraction, primarily concerns the field of aesthetics, while the second, more concrete essay is drawn from material conceived as a book on the theory of the narrative film. The third essay, focusing on the field of cinema studies (an analytical description of "Notorious"), constitutes an example of the concreteness and precision which writing about film should achieve to be adequate to the complexity and unity of the great classic narrative films. Although all three essays reflect the same view of the nature of art, each one addresses a particular audience and a particular field and does not refer explicitly to either of the other essays. (JM)

## EA

**ED 097 752** EA 005 880

Coppock, Nan Templeton, Ian

Paraprofessionals. NAESP School Leadership Digest Series, Number Seven. ERIC/CEM Research Analysis Series, Number Nine.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—32p.; A related document is EA 005 879 Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$24.00 plus postage. Available only as part of series of 13 reports)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Cost Effectiveness, \*Differentiated Staffs, Educational Change, Educational Finance, Legal Problems, \*Paraprofessional School Personnel, Resource Staff Role, School Law, Staff Role, \*Staff Utilization, Subprofessionals, \*Teacher Aides, Teacher Attitudes

This paper outlines the history of paraprofessionals and reviews the reasons for their use. However, its main focus is on the specific ways in which these people are currently being used in the schools. The authors discuss the two major kinds of paraprofessionals—service-oriented and instructional—and analyze the various methods that have been proposed for selecting, training, and certifying them. The legal aspects of paraprofessional programs are covered, and the sometimes delicate relationship between paraprofessionals and teachers is explored. A selected bibliography is included. (Author)

**ED 097 753**

Watson, Cicely Quazi, Saeed

School Planning Manual.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning.

Spons Agency—Waterloo County Board of Education, Kitchener (Ontario).

Pub Date 73

Note—232p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (\$4.50)

Document Not Available from EDRS.

Descriptors—\*Administrator Education, Bibliographies, Boards of Education, Educational Administration, \*Educational Planning, Enrollment Projections, Futures (of Society), \*Higher Education, Master Plans, Neighborhood Schools, Population Trends, \*School Construction, School Demography, Tables (Data), Teacher Supply and Demand, \*Textbooks

Identifiers—Canada, Ontario

This text arose out of a practicum course for school planners given by the authors at the Ontario Institute for Studies in Education. The practicum is the core course of an M.Ed. program, which was designed to prepare planning-administrators for work at the level of the board of education in a system of education such as that of the province of Ontario. Topics covered in the book include economic base study, population projections, projecting enrollment, schools in the neighborhood, school master plan, and projecting the supply and demand of teachers. Working through this book, a school planner should be able to make all the calculations needed to prepare a county "master plan." Many of the examples used are taken from Ontario practice and conditions, but the tasks and responsibilities are those usually assigned local school systems—whatever the educational authority—and the techniques and skills are universally applicable. (Author/WM)

**ED 097 754**

EA 006 441

Examination of Grants Awarded to the Berkeley Unified School District and to Bilingual Children's Television, Inc.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—B-164031(1)

Pub Date 4 Sep 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Bilingual Education, Educational Assessment, Educational Legislation, Educational Programs, Educational Television, Elementary Education, English (Second Language), Failure Factors, Federal Aid, \*Federal Programs, Grants, \*Program Administration, Program Costs, \*Program Descriptions, \*Program Evaluation, Secondary Education, Second Language Learning, Spanish Speaking

Identifiers—\*Audits, Berkeley Unified School District, Bilingual Children's Television, Elementary Secondary Education Act Title VII, ESEA Title VII

At the request of Congresswoman Edith Green, the Comptroller General of the United States reviewed grant procedures covering two awards made by the Office of Education (OE). The first award, made to the Berkeley Unified School District, was funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended, which provides funds to local educational agencies to develop and carry out demonstration bilingual and bicultural programs. The audit indicated that these funds were used for the development of a national television series although the provisions of Title VII require that grant funds be used only to assist children within a school district and that the Commissioner of Education award such a grant only after determining such a need. A second award was made to Bilingual Children's Television, Inc. (BC/TV), a nonprofit Oakland corporation, under the authority of the Emergency School Aid Act, which authorized OE to provide financial assistance to local educational agencies and public and private nonprofit organizations for special needs incident to the desegregation of elementary and secondary schools. The basic objec-

tive of the BC/TV proposal was to develop a bilingual and bicultural (Spanish-English) educational television show to be aired nationally. This award, made by the Commissioner of Education, was granted over strong objections by OE officials after BC/TV's failure to perform under the first grant and management deficiencies disclosed by the Health, Education, and Welfare (HEW) audit agency. The audit agency concluded that BC/TV suffered from delays in funding. (Author/DN)

**ED 097 755**

EA 006 442

Effectiveness, Efficiency and Equal Opportunity in the Public Schools of Massachusetts. Summary Report and Recommendations of the Governor's Commission on School District Organization and Collaboration.

Massachusetts Advisory Council on Education, Boston.

Spons Agency—Massachusetts State Board of Education, Boston.

Pub Date Oct 74

Note—59p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Centralization, Citizen Participation, \*Comprehensive Districts, Consolidated Schools, Decentralization, Educational Change, Educational Finance, Finance Reform, Intermediate Administrative Units, Minority Groups, Regional Cooperation, \*School Districts, \*School Organization, \*School Redistricting, \*State Departments of Education, Vocational Education

Identifiers—\*Massachusetts

This report deals with school district collaboration and organization that can take place now and which could influence in a positive and constructive way school district change in Massachusetts. The Governor's Commission established associations with selected study sites across the State in 1973-74, and these study sites assisted them in developing final recommendations on the basis of actual experience with school districts and citizens. Major recommendations of the Commission include decentralization of school control in Boston, the establishment of collaboratives and cooperatives between smaller cities and their surrounding communities, and the restructuring of the Department of Education to be more visibly concerned with minority problems and citizen participation. Other topics considered include a collaborative approach to vocational education and finance reform and equality of educational opportunity. (Author/DN)

**ED 097 756**

80

EA 006 453

Goal Development in Education: A Planning Handbook for School Districts. Handbook Series on Comprehensive Planning for Local Education Districts, No. 2.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—77p.; Formerly published as SOURCE, Related documents are ED 089 405 and ED 091 819

Available from—New Jersey Department of Education, Bureau of Planning/RPE, 225 West State Street, Trenton, New Jersey 08625 (\$2.50, make check payable to Treasury-State of New Jersey)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Advisory Committees, \*Educational Assessment, \*Educational Development, \*Educational Needs, \*Educational Objectives, \*Educational Planning, Goal Orientation, Models, School Districts, Statewide Planning

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, \*Goal Development, Our Schools Project

In this handbook is described a 7-Step comprehensive planning process that incorporates goal development. A section on goal development explains what goals are, how they can be developed by the community, what happens after they have been written and accepted by the district, and provides several examples of goals developed by other State and local education agencies. Another section describes three types of models—conferences, interviews, or surveys—that were designed and field tested by the "Our

Schools" project. In a section on managing goal development activities, the duties of the advisory council, the managing body for the goal development process, are outlined. Included are factors to be considered in choosing goal development activities, a sample program of goal development activities, writing reports, and a sample preliminary report. The appendix contains guidelines for group discussion leaders and recorders, some sample minutes, copies of news releases and letters of invitation, a description of the leadership identification process, a district profile data form, a teacher questionnaire, and a bibliography. (Author/DN)

**ED 097 757** EA 006 454  
Deal, Terrence E. Baldrige, J. Victor  
An Organizational View of Educational Innovation. Research and Development Memorandum No. 126.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—RD-Memo-126  
Pub Date Oct 74  
Contract—NE-C-00-3-0062  
Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Administrator Role, \*Educational Change, Educational Development, \*Educational Innovation, \*Educational Research, \*Organizational Development, School Organization, Success Factors

Identifiers—Research Practice Relationship

Since educational organizations must constantly change to meet the demands of a changing society, educational administrators might look to the social sciences for help in managing change and innovation. This paper argues that an organizational approach to educational innovation is likely to be more successful than an individualistic approach. After reviewing some of the shortcomings of innovation research in providing practical assistance to the administrator, it offers an organizational perspective on innovation and rules for developing effective organizational strategies. A new approach to research on education is suggested, emphasizing the underlying processes involved. (Author)

**ED 097 758** EA 006 455  
Witt, Barbara

Management Information Systems.  
Council of Planning Librarians, Monticello, Ill.  
Pub Date May 74  
Note—12p.; Exchange Bibliography No. 575  
Available from—Council of Planning Librarians, P. O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Bibliographies, Decision Making, \*Electronic Data Processing, Information Processing, Information Retrieval, Information Systems, Information Utilization, \*Management Information Systems, \*Management Systems, \*Systems Approach

One hundred and fifty bibliographic entries, dealing with the subject of management information systems, are divided into sections for books and for periodicals. The latter section is further subdivided according to years of publication, although no attempt has been made to gather articles that appeared prior to 1969. (WM)

**ED 097 759** EA 006 457  
Treacy, John And Others

Salaries, Strikes, Shutdowns, Split Shifts and Collective Bargaining in Ohio Public Schools.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Wright State Univ., Dayton, Ohio.

Pub Date 74  
Note—28p.; A related document is EA 006 458

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Collective Negotiation, Educational Finance, Educational Research, Multiple Regression Analysis, \*State Legislation, Statistical Analysis, \*Teacher Associations, Teacher Salaries, \*Teacher Strikes, \*Teacher Supply and Demand

Identifiers—\*Ohio  
This report outlines some of the institutional factors likely to affect the demand for teachers in

the Ohio labor market, including a brief description of the Ferguson Act which prohibits strikes by public service employees. The author also deals with teacher supply, including a brief assessment of the two major organizations advocating collective bargaining for teachers in the State—the American Federation of Teachers and the Ohio Education Association. A linear regression model "explaining" the variance in average public school teacher salaries is presented. The final section contains empirical results and conclusions. (Author/JF)

**ED 097 760** EA 006 458

Collective Negotiations, Work Stoppages, and the Effects of Negotiations on Teachers' Salaries in Ohio's Public Schools. Final Report.

Wright State Univ., Dayton, Ohio.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Bureau No.—BR-3-2221

Pub Date 74  
Note—38p.; A related document is EA 006 457

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Collective Negotiation, Discriminant Analysis, Educational Finance, Educational Research, Factor Analysis, Multiple Regression Analysis, \*State Legislation, Statistical Analysis, \*Teacher Associations, Teacher Salaries, \*Teacher Strikes, \*Teacher Supply and Demand

This study was designed to investigate the impact that collective negotiations have had on teachers' salaries in Ohio; and the relationships between the incidence of work stoppages and the characteristics of Ohio school districts. Since the focus of this was twofold, it was found necessary to employ several statistical techniques to accomplish the objectives of the study. The first part of this report deals with the model and data base used to explain the variance of average salaries for public school teachers in Ohio. Another section sets forth the research design used in ascertaining the characteristics of school districts that had strikes. Empirical data presented in the report show the results of the factor and discriminant analysis. Conclusions and recommendations are also presented. (Author/JF)

**ED 097 761** 80 EA 006 459

Special Schools for Exceptional Children.  
California State Dept. of Education, Sacramento.

Bureau of School Planning.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—158p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Academically Handicapped, Aphasia, Aurally Handicapped, Building Plans, Elementary Schools, \*Exceptional Child Education, \*Facility Case Studies, Multiply Handicapped, Physically Handicapped, \*Program Descriptions, Program Planning, \*School Design, \*School Planning, Trainable Mentally Handicapped, Visually Handicapped

Identifiers—California, Elementary Secondary Education Act Title V, ESEA Title V

As new educational programs emerge and changes are made to meet the needs of pupils, appropriate adaptations must likewise be made in school buildings. This publication relates programs for exceptional children to the facilities that make possible the implementation of such programs. The exemplary programs and facilities described in this publication have been selected to represent all areas of the State of California so that school personnel might visit existing facilities and learn from the experiences of others. The publication demonstrates what can be accomplished when constructive, innovative ideas for the education of exceptional children are combined with flexible, imaginative school planning methods. (Photographs may reproduce poorly.) (Author/MLF)

**ED 097 762** EA 006 460

Guide for Planning the Construction of School Buildings: State of New Hampshire, 1971.

New Hampshire State Dept. of Education, Concord.

Pub Date 71  
Note—104p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Educational Equipment, Educational Finance, Educational Specifications, \*Facility Planning, \*Facility Requirements, Flexible Facilities, Furniture, Legal Responsibility, Professional Personnel, \*School Construction, School Design, School Environment, \*School Planning, Site Selection

Identifiers—\*New Hampshire

Those who are responsible for the planning and implementation of a school plant realize the great changes that have taken place in the total process. Rapidly developing technology, new insights about human behavior, and a growing social conscience demand change in educational methodology. With changing methods there follows a requirement for different spatial relationships and altered or new facilities to accommodate the new processes. The need is obvious for educational space and equipment that can be easily and economically adjusted to adapt to the educational changes. Construction of school buildings today should not be so permanent in character that the building determines the program indefinitely, thereby leaving little opportunity for new methods. This manual keeps such flexibility as a fundamental objective and contains suggestions, recommendations, and minimum requirements with regard to school facility planning. (Author/MLF)

**ED 097 763** EA 006 461

Dolan, Jeanne Parsons, Tim

A New Consciousness: Challenging, Choosing, Changing. The Story of the Ironbound Community Learning Center. Perspective Series No. 6.

New Jersey State Dept. of Education, Trenton.  
Div. of Research, Planning, and Evaluation.

Pub Date Jun 74  
Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Cocurricular Activities, Community Control, Community Involvement, Community Programs, \*Community Schools, Decision Making, Early Childhood Education, \*Elementary Education, \*Learning Laboratories, \*Open Education, Parent Participation, Parent Teacher Cooperation, \*Program Descriptions, Relevance (Education), Self Actualization, Urban Education

Identifiers—Community Learning Centers, \*Ironbound Community Learning Center, Newark, New Jersey

The publication describes a community learning center established in Newark, New Jersey, in 1969 with concern for children, parents, and people trapped by the limiting institutions of our cities, and which is composed of three program components: a day care center (for 60 three to five year olds), an after school and summer program (for 50-100 elementary age children), and a community school (for 70 kindergarten through 8th grade children). The center emphasizes parent decisionmaking, staff-parent cooperation, and open education; and racial and ethnic diversity mark both the student population and the active parents. (Photographs may reproduce poorly.) (Author/DN)

**ED 097 764** EA 006 462

Larson, A. William

ED-OM: A Comprehensive Approach to Institutional Justice in Education. Perspective Series No. 7.

New Jersey State Dept. of Education, Trenton.  
Div. of Research, Planning, and Evaluation.

Pub Date Jul 74  
Note—41p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Arbitration, \*Due Process, Elementary Education, Grievance Procedures, Higher Education, Models, Occupational Information, \*Ombudsmen, School Districts, Secondary Education, \*Student College Relationship, \*Student Rights, \*Student School Relationship, Student Welfare

The author has developed a unique concept of the education ombudsman/woman through continuing research over a period of four years. The concept is being published in its entirety for the first time in this pamphlet. The author discusses the history of the ombudsman/woman concept and its use in higher education, and he explains how such a position might be used in an elementary or secondary district. He specifically links the functions of an ombudsman/woman to a student's right to procedural due process and

describes how an ombudsman/woman can enhance a student's procedural due process rights. A 41-item bibliography is included. (JF)

**ED 097 765** EA 006 463

Weiner, Stephen S. Kellen, Konrad

**The Politics and Administration of the Voucher Demonstration in Alum Rock: The First Year, 1972-1973. Analysis of the Education Voucher Demonstration. A Working Note.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WN-8693-NIE

Pub Date Aug 74

Contract—NEC-B2C-5326

Note—255p.; A related document is ED 083 726

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS**

#### POSTAGE

Descriptors—\*Community Influence, \*Educational Experiments, Educational Research, \*Education Vouchers, Elementary Schools, Federal Programs, Organizational Development, Parent Participation, \*Political Influences, Politics, Program Evaluation, School Community Relationship, Social Influences, \*Socioeconomic Influences

Identifiers—\*Alum Rock

The Education Voucher Demonstration began in the Alum Rock Union Elementary School District, San Jose, California, in September 1972. Initially sponsored by the Office of Economic Opportunity, it is now under the aegis of the National Institute of Education. This publication describes the socioeconomic and cultural setting of the school district, the relations among elements of the school administrative hierarchy, and their relations with outside groups and agencies; and shows how these interactions affected the progress of the voucher demonstration. The authors trace some of the developments as they occurred, and describe how the process of solving problems and adapting to new challenges changed the roles and status of individuals and groups involved in the demonstration. The report is selective and descriptive and presents only tentative conclusions based on the first year of the multiyear experiment. (Authors)

**ED 097 766** EA 006 466

Phay, Robert E. Lillie, John C.

**A Grievance Procedure for Public School Employees.**

North Carolina Univ., Chapel Hill. Institute of Government.

Pub Date 73

Note—34p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Board of Education Role, Boards of Education, Collective Negotiation, \*Employer Employee Relationship, Employment Problems, \*Grievance Procedures, Guides, Instructional Staff, \*Principals, \*Superintendent Role

The basic objective of this proposed grievance procedure is to resolve grievances as efficiently and informally as possible. The model recommends three steps. The first provides an established, yet informal, procedure to resolve minor grievances. The employee with the complaint is interviewed by his immediate supervisor and then, if necessary, by the principal if the principal is not the employee's immediate supervisor. The second step includes two options and is designed for those grievances that have not been satisfactorily resolved in the first step. In the first option the employee appeals the principal's decision to a review panel. The superintendent receives a copy of the appeal and may, if he wishes, reverse or modify the principal's decision before the review panel hearing. If the superintendent chooses not to act or acts in a way that does not satisfy the employee, the review panel holds a hearing and makes a recommendation to the superintendent. The panel's recommendation is not binding on the superintendent, and his decision, if it is not appealed to the board, is final. In the second option the review panel's decision is binding on the superintendent. The third stage of the procedure provides for a final review of the grievance by the school board. (Authors/JF)

**ED 097 767** EA 006 467

**AFT Membership by States and Locals for Membership Years 1973 and 1974.**

National Education Association, Washington, D.C.

Pub Date 74

Note—63p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Administrative Personnel, \*Local Unions, Professional Associations, Public Education, \*State Surveys, Statistical Data, \*Tables (Data), \*Teacher Associations, Teacher Militancy, Teachers, \*Union Members

Identifiers—AFT, \*American Federation of Teachers, National Education Association, NEA

This report contains information on State-by-State membership in the American Federation of Teachers (AFT) locals in 1974; comparative national AFT membership data for the years 1970 through 1974; information on State federations and their officers; AFT administrator locals; percent of instructional staff in the United States by members of the AFT and the National Education Association (NEA); survival rate of AFT locals in groups of 100 locals; comparative strength of NEA and AFT in 1974; and comparison of number and percent of public school employees with membership in NEA, State associations, and AFT. (JF)

**ED 097 768** EA 006 470

Niskanen, William Levy, Mickey

**Cities and Schools: A Case for Community Government in California.**

California Univ., Berkeley. Graduate School of Public Policy.

Report No.—WP-14

Pub Date Jun 74

Note—112p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

#### POSTAGE

Descriptors—Academic Achievement, Cost Effectiveness, \*Decentralization, Educational Economics, Efficiency, Enrollment, \*Local Government, Organizational Effectiveness, \*School District Autonomy, School Organization, School Redistricting, \*State Legislation, Student Mobility, \*Urban Education

Identifiers—\*California, School District Size

This study summarizes the theory and the available evidence on the effects of size on the responsiveness and efficiency of local government. For each of four important sections of the California Code bearing on the structure and authority of cities and school districts, the study summarizes (1) the primary provisions of the present Code, (2) some recent experience illustrating the effects of the Code, and (3) suggested changes in the Code. Major findings indicate that student performance is either unrelated or negatively related to the size of the school district. It is suggested that voters in a community within an existing local government should have the right to form a new unit of government, subject only to a substantial consensus within the community and protection of the legitimate rights of other affected parties. It is also suggested that parents should have the authority to enroll their child in any district in the State, subject only to the approval of school officials in the attending district. (Author/DN)

**ED 097 769** EA 006 471

**Guides for Curriculum Planning for the Quarter System.**

Texas Education Agency, Austin.

Pub Date Dec 73

Note—107p.; Revised update of December 1972

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

#### POSTAGE

Descriptors—Course Descriptions, Courses, Credits, \*Curriculum Development, \*Curriculum Planning, Educational Legislation, Elementary Schools, \*Quarter System, School Districts, \*School Schedules, Secondary Schools, Statewide Planning

Identifiers—\*Texas

The Texas Education Code directs the Texas Education Agency to prepare and distribute a "reorganized curriculum based on operation of schools on a quarter basis," which authorization offers opportunities for curriculum changes in Texas public schools. This guide is designed to provide leadership in curriculum development for school districts as they plan and implement a quarter system. The guide contains both general descriptions of the impact of the quarter system

on elementary and secondary schools and specific suggestions for modifying each subject offering and granting credits according to a semester or a quarter unit plan. The publication considers the relation of the quarter system to summer school, compares the impact of the 55-minute period and the 80-minute period, and explains new graduation requirements under the quarter system. Specific school subjects considered include art, business education, drama, driver education, English language arts, foreign languages, health and physical education, industrial arts, mathematics, music, science, social studies, and vocational courses. For each course the document lists grade placement, semester time or credit and course prerequisites required. (Author/DN)

**ED 097 770** EA 006 472

**Providing Optional Learning Environments in New York State Schools.**

New York State Education Dept., Albany.

Pub Date Oct 73

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Alternative Schools, Career Education, Community Schools, \*Educational Alternatives, \*Educational Change, Educational Development, \*Educational Environment, Educational Innovation, Educational Objectives, Elementary Education, Higher Education, Learning Activities, Learning Motivation, Open Education, Secondary Education

Identifiers—\*Learning Environment, New York, New York City

New York State schools have adopted a variety of alternative schools and programs. The schools and programs include free schools, community schools, open education schools, street academies, schools without walls, minischools within schools, minicourses in the curriculum, and alternative programs that bridge the gap between schools and colleges, the world, and work. This document considers the factors behind the movement toward alternatives, the differences between current alternative schools and the traditional alternatives, the relationship of alternative schools to open education and to career education, the effective alternatives for college-bound students in the later years of high school, and the relationship between the development of alternatives and the processes and goals of New York State's redesign effort. The publication also examines whether alternatives contribute to change in the total system and whether this contribution accelerates the change process. (Author/DN)

**ED 097 771** EA 006 473

Rawitsch, Don

**Study of Participation in Governance by Representative Groups in Southeast Alternatives.**

Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Pub Date 3 Jun 74

Note—50p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—\*Alternative Schools, \*Decentralization, \*Decision Making, Educational Administration, \*Educational Alternatives, Educational Change, Educational Planning, Elementary Schools, Parent Participation, Parent School Relationship, \*Program Evaluation, Secondary Schools, Student Participation, Teacher Participation

Identifiers—Minneapolis, Minnesota, Southeast Alternatives

The purpose of this report is to provide information about the effectiveness of the Southeast Alternatives program. Major findings indicate that decentralization of the governance in the program has been accomplished through the establishment of representative advisory/governance groups; these groups have brought more, and different, people closer to the governance procedure in Southeast schools; the groups have included a variety of roles and organizational patterns; and these groups generally have not remained static. Groups that serve individual schools spend a majority of their time dealing with school-specific issues. More of this time is spent in planning programs and developing procedures for implementing those programs than is spent on budget and personnel issues. (Appendix B may reproduce poorly.) (Author/DN)



ED 097 772 EA 006 474

*Veillette, Peter D. Taylor, Arthur J.*  
Financial Status of the Public Schools, 1974.  
National Education Association, Washington,  
D.C. Research Div.  
Pub Date 74

Note—64p. A related document is ED 078 599  
Available from—NEA Publications, Order De-  
partment, The Academic Building, Saw Mill  
Road, West Haven, Connecticut 06516 (Order  
No. 381-12098, \$4.00)

EDRS Price MF-\$0.75 HC Not Available from  
EDRS. PLUS POSTAGE

Descriptors—Educational Finance, Educational  
Legislation, Educational Trends, Elementary  
Schools, Enrollment Influences, Enrollment  
Trends, Expenditures, \*Finance Reform,  
Higher Education, \*Public Schools, School  
Support, Secondary Schools, Socioeconomic  
Influences, \*Statistical Data, Tables (Data),  
\*Teacher Employment, Teacher Salaries

This document reports on the current status of  
school finance and the trends affecting the efforts  
of educators to secure adequate funds for public  
education. Numerous statistical tables and narra-  
tive reports are grouped under four sections deal-  
ing with (1) dimensions of formal education,  
which includes enrollment and demographic and  
comparative data; (2) employment in the schools,  
which covers the characteristics, qualifications,  
supply, and training of professional personnel; (3)  
expenditures, which highlights federal support,  
legislative proposals for 1975, and school capital  
outlay; and (4) revenue, which includes tax data,  
information on bond elections, and a review of  
court decisions. Information is provided for ele-  
mentary, secondary, and college levels.  
(Author/EA)

ED 097 773 EA 006 475

Administrative Management by Objectives. Policy  
2106.

East Allen County Schools, New Haven, Ind.

Pub Date 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Administrative Personnel, Adminis-  
trator Evaluation, Behavioral Objectives, Coor-  
dinators, Educational Objectives, Elementary  
Schools, \*Management by Objectives,  
\*Management Systems, Merit Pay, Occupa-  
tional Information, \*Performance Criteria,  
Principals, Program Evaluation, \*Program  
Planning, School Superintendents, Secondary  
Schools, \*Systems Approach, Teacher Evalua-  
tion

Management-by-objectives (MBO) focuses at-  
tention on objectives stated as end accomplish-  
ments rather than the activities which bring about  
those accomplishments. MBO identifies eight  
major areas of management which become in-  
volved in the process: (1) planning, (2) per-  
formance appraisal, (3) individual motivation, (4)  
coordination, (5) control, (6) supervisory rela-  
tionships, (7) individual development, and (8) a  
total system of management. The process is one  
in which the managers of an organization jointly  
identify common goals, define each individual's  
major areas of responsibility in terms of results  
expected, and use these measures as guides for  
operating the unit and assessing the contributions  
of each of its members. In other words, MBO  
serves as a systematic process for determining  
organizational direction and evaluating results  
through the identification, clarification, and com-  
munication of mutually accepted and carefully  
defined goals and objectives through the school  
system. To assist all members of the educational  
community to ascertain the real mission of the  
East Allen County Schools in New Haven, Ind.,  
for the future, an ultimate goal and system-  
wide objectives were identified. The systemwide  
objectives are the major areas of growth and  
development of students which support the ul-  
timate goal of the school system and the East  
Allen organizational structure is designed to  
direct the activities of the personnel and func-  
tions of the various programs toward a coopera-  
tive and coordinated effort to achieve the dis-  
trict's common objectives. (Author)

ED 097 774 EA 006 476

Standards and Guidelines for Providing Due  
Process of Law to the South Dakota Student.

South Dakota State Div. of Elementary and  
Secondary Education, Pierre.

Pub Date Mar 74

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Board of Education Role, Boards  
of Education, Court Cases, \*Due Process, Ele-  
mentary Schools, Equal Protection, \*Expulsion,  
Guidelines, Guides, Secondary Schools, \*Stu-  
dent Rights, \*Suspension

On January 22, 1974, the South Dakota State  
Board of Education, after a year's study and  
deliberation, adopted a resolution defining the  
minimal standards for procedural due process  
guaranteed a public school student when he is  
suspended or expelled from school. Under the  
resolution the due process procedure adopted by  
each school district must consist of no less than  
the following minimum standards: (1) adequate  
notice of the charges; (2) reasonable opportunity  
to prepare for and meet the charges; (3) an or-  
derly hearing adapted to the nature and circum-  
stances of the situation; and (4) a fair and im-  
partial decision. The report describes the historical  
and constitutional foundations of the concept of  
due process and provides guidelines for applying  
the concept. (Author/JF)

ED 097 775 EA 006 478

*Lockenmeyer, Fred E.*

Is Your School Overcrowded?

Manasquan School District, N.J.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Finance, Enrollment  
Trends, \*Flexible Schedules, High Schools,  
\*School Schedules, School Services, \*School  
Space, \*Space Utilization, \*Student Enrollment

This school scheduling plan provides for use of  
the school building for six days a week and di-  
vides students and teachers into three equal  
groups that attend school only four days out of  
every six. A rotation program, which would allow  
the schedule to change each week, or a fixed  
schedule could be used. The normal school day  
would be from 7:45 a.m. to approximately 3:30  
p.m. The plan places an emphasis on increased  
use of facilities with little or no disruption in nor-  
mal functions. Some other advantages would be  
less need for students to be programmed into a  
"lock-step" type of scheduling; the availability of  
a wide area of subject elections to all students;  
and the availability of more time for on-the-job  
training, vocational inservice programs, and com-  
munity service projects. A school that utilizes this  
program would be able to handle one-third more  
students than its rated normal capacity without  
increasing the school budget. (Author/MLF)

ED 097 776 EA 006 479

*Nemiroff, Paul M.*

Group Decision-Making Performance as In-  
fluenced by Consensus and Self-Orientation.  
Paper No. 426.

Purdue Univ., Lafayette, Ind. Herman C. Kran-  
nert Graduate School of Industrial Administra-  
tion.

Pub Date Oct 73

Note—45p.

Available from—Secretary of the Institute Paper  
and Reprint Series, Krannert Graduate School  
of Industrial Administration, Purdue University,  
West Lafayette, Indiana 47907 (free)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Bibliographies, Convergent Think-  
ing, \*Decision Making, Decision Making Skills,  
\*Group Dynamics, Individualism, Intervention,  
Performance, \*Problem Solving, Research,  
\*Self Concept, Tables (Data)

Identifiers—Consensus, \*Self Orientation

The study attempts to specify and verify the  
decisionmaking processes utilized by groups when  
faced with a multistage rating task. It is also  
designed to upgrade group efficacy by introduc-  
ing some procedural guidelines which group  
members are asked to follow in resolving dif-  
ferences. This "structured" intervention en-  
courages members to seek out differences of  
opinion and dissuades them from using "conflict-  
reducing" techniques such as majority vote or  
trading. In addition the study examines aspects of  
interpersonal styles on group functioning, in par-  
ticular self-oriented, individualistic behavior  
which is apparently dysfunctional to group  
processes. The major implication of the study is  
that it is indeed possible to improve group per-  
formance, even in groups with potentially "poor"

members, via a simple structures intervention.  
(Author/WM)

ED 097 777 EA 006 480

*Molloy, Larry*

One Out of Ten: School Planning for the Han-  
dapped.

Educational Facilities Labs., Inc., New York,  
N.Y.

Pub Date 74

Note—26p.

Available from—EFL, 477 Madison Avenue, New  
York, New York 10022 (First copy free, each  
additional copy \$0.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Community Schools, Court Litiga-  
tion, \*Educational Alternatives, Elementary  
Schools, Equal Education, \*Handicapped Stu-  
dents, Interagency Cooperation, \*Normaliza-  
tion (Handicapped), \*School Planning, Sec-  
ondary Schools, Shared Facilities, \*Special Edu-  
cation, Vocational Education

Identifiers—Magnet Centers

The legal and legislative impetus in the educa-  
tion of handicapped students diverges away from  
restrictive, separate environments and moves  
toward the least restrictive alternative; that is,  
toward facilities more like those provided normal  
children. The "cascade" system is one model for  
special education delivery that provides a wide  
variety of services in a number of alternative  
settings. The system is a continuous series of less  
restrictive alternatives, which implies that han-  
dicapped children can be gradually transferred  
either away from or back toward the everyday  
classroom. In order to assist school districts in the  
development of a cascade of services, this report  
gathers together various plans for serving han-  
dicapped children in school. Each plan is at a dif-  
ferent level in the continuum between the un-  
modified everyday classroom and the residential  
hospital. Most of the examples are public schools  
and most involve some kind of cooperation  
between school districts or between schools and  
other public agencies. (Photographs may  
reproduce poorly.) (Author/MLF)

ED 097 778 EA 006 481

Speaking Out: Law, Education and Politics.

Proceedings of the Invitational Conference on  
Educational Assessment and Educational Policy  
(Princeton, New Jersey, March 4-5, 1974).

Educational Testing Service, Princeton, N.J.

Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York,  
N.Y.

Pub Date 74

Note—96p.

Available from—Educational Testing Service,  
Princeton, New Jersey 08540 (\$3.00)

Document Not Available from EDRS.

Descriptors—Compensatory Education Programs,  
Court Cases, \*Educational Assessment, Educa-  
tional Economics, Educational Finance, \*Educa-  
tional Improvement, \*Educational Objectives,  
\*Educational Policy, Elementary Education,  
Equal Education, Federal Legislation,  
Higher Education, \*Measurement, Politics,  
Resource Allocations, Secondary Education,  
Speeches, Tests

The conference speakers addressed themselves  
to the general themes of assessment and policy in  
education. Each speaker approached the subject  
in his own way. In broad terms, Albert Quie and  
Harold Ruvoldt, Jr. emphasize the urgency of  
measuring the needs of school children and find-  
ing effective ways to match resources to those  
needs; Henry Dyer, Robert Stake, and Henry  
Levin point out the problems of doing either or  
both of these things; and Michael Scriven and  
Joel Berke suggest how policymakers might  
proceed to bring about educational improvement.  
(Author/JF)

ED 097 779 95 EA 006 483

Summer Institute on the Improvement and  
Reform of American Education. Final Report  
and Recommendations.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-12008

Pub Date May 74

Note—309p.

Available from—Superintendent of Documents,  
U. S. Government Printing Office, Washington,  
D.C. 20402 (Stock No. 1780-01316, \$3.10)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS

POSTAGE

**Descriptors**—\*Change Strategies, \*Educational Change, \*Educational Finance, Educational History, \*Educational Planning, Governance, \*Institutes (Training Programs), Personnel Evaluation, Principals, Program Planning, State Federal Support

**Identifiers**—Competency, \*Educational Renewal  
The revised paper from the federally sponsored summer institute on school reform (June 19 to August 18, 1972) and additional papers on school administration and the history of school reform make up this report. The papers do not constitute a systematic, coherent treatment of school reform or set forth a plan for school reform. Rather, they treat selected aspects of the school system in depth in the belief that this will be more valuable in planning for school improvement than would a reform design worked out under the serious time restraints imposed on the summer institute. Each paper analyzes its subject in terms of the literature and the author's reflections. (Author/WM)

**ED 097 780** EA 006 484

**A Summary of State-Wide School Finance Cases.** Lawyers' Committee for Civil Rights Under Law, Washington, D.C.  
Pub Date May 74  
Note—47p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—\*Court Cases, \*Educational Finance, \*Equal Education, Expenditure Per Student, \*Finance Reform, Property Taxes, \*School Taxes, State Action, State Aid, State Legislation, Surveys

The school finance reform movement of the 1970's got a fast start in August 1971 when the California Supreme Court announced its decision in *Serrano v. Priest*. In the 20 months following the *Serrano* decision, scores of school finance suits were filed throughout the country. The momentum initiated by the California Supreme Court was clearly on the side of the plaintiffs. On March 21, 1973, the United States Supreme Court announced its decision in *San Antonio Independent School System v. Rodriguez* and reversed the momentum that *Serrano* had begun. Nearly 50 suits have been disposed of in *Rodriguez*'s wake—most terminated voluntarily by the plaintiffs; a few decided in favor of the defendants on motions to dismiss. Despite this apparent setback, the overwhelming number of dismissals in school finance cases should not be interpreted as the demise of school remains viable. Indeed, the measured pace the movement has followed in the past year has begun to pick up once again. This booklet discusses terminated and pending school finance reform court cases, in each case identifying the parties involved, describing the issues, and stating the case's status. (Author/JF)

**ED 097 781** EA 006 486

**Bentley, Fred H.**  
**Understanding Financial Support of Public Schools, 1974-75.**

New York State Education Dept., Albany. Bureau of Educational Finance Research.  
Pub Date Jul 74

Note—36p.; A related document is ED 046 126

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—Budgets, Capital Outlay (for Fixed Assets), \*Educational Finance, \*Educational Legislation, Financial Policy, School District Spending, \*School Support, School Taxes, Special Education, \*State Aid, Student Transportation

**Identifiers**—\*New York

This report is designed to help the average school district voter, the new school board member, the FTA participant, and the civic organization member understand the operation of State aid distribution to the school districts of New York State. The publication provides a simplified version of the Educational Finance Task Force Proposal that was enacted by the New York State Legislature and which replaces the *Defendorf* shared-cost formula for operating aid. The components of general and special purpose aid described in the report are: (1) operating expense, (2) pupils with special educational needs, (3) pupils with handicapping conditions, (4) secondary pupils, (5) summer session, (6) evening session, (7) growth, (8) budget, (9) building expense, (10) transportation, (11) high tax, (12) special services aid for large city schools, and

(13) reorganization incentive. A glossary of terms is included. (Author)

**ED 097 782** EA 006 487

**A Catalog of Optional Learning Environments in New York State Schools.**

New York State Education Dept., Albany.

Pub Date May 74

Note—68p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—Admission Criteria, \*Alternative Schools, \*Educational Alternatives, Educational Finance, \*Educational Innovation, Elementary Schools, Environmental Influences, Learning Processes, \*Open Education, \*Program Descriptions, Program Design, Resource Guides, Secondary Schools, Student Needs  
**Identifiers**—Learning Environment, New York, New York City

This catalog presents 40 of the optional educational programs developed in New York State that accommodate factors such as student needs, parental preferences, and teacher interests. The catalog includes guidelines for establishing alternative learning programs and a request for information from other New York schools that have established such a program. (Photographs may reproduce poorly.) (Author/MLF)

**ED 097 783** 95 EA 006 488

**Achilles, C. M., Ed.**

**Applications of Planning in Education.**

Tennessee Univ., Knoxville. Dept. of Educational Administration and Supervision.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date Oct 74

Note—52p.; Edited speeches and background materials for the Public Schools for Cooperative Research 1972-74 Institute

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—Communication (Thought Transfer), Decision Making, Educational Administration, \*Educational Planning, \*Institutes (Training Programs), \*Personnel Evaluation, \*Program Planning, Resource Allocations, School Community Relationship, School District Autonomy, \*Speeches, Staff Improvement, State Departments of Education, Teacher Evaluation

**Identifiers**—Tennessee

Public Schools for Cooperative Research (PSCR) is a school study council located in East Tennessee. The PSCR Institute is a two-year program devoted to the theme "Educational Planning, Communication and Community Decision Making." Materials included in this publication represent the views expressed by some of the consultants who participated with PSCR in the Institute. The authors include experts in community power structure, educational planning, personnel evaluation, State department organization and planning, and educational planning systems. (Author/WM)

## EC

**ED 097 784** 88 EC 070 191

**Handicapped Children in the Regular Classroom; Project 1232: 1972-1973. (End of Budget Period Report) Title III, ESEA.**

Fountain Valley School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—146p.; Statistical data removed. For related documents see EC 070 192-193. Available in microfiche only due to legibility of original document

**EDRS Price MF-\$0.75 HC Not Available from**

**EDRS. PLUS POSTAGE**

**Descriptors**—Educational Planning, Educational Programs, \*Exceptional Child Education, \*Handicapped Children, \*Information Dissemination, \*Normalization (Handicapped), Program Evaluation, Regular Class Placement, School Districts, \*State Programs, Workshops  
**Identifiers**—California, Elementary Secondary Education Act Title III, ESEA Title III

Presented is the end of budget period report of an Elementary and Secondary Education Act

Title III Dissemination Project which was established to install in 10 California school districts one or more components of the integrated special education program entitled "Handicapped Children in the Regular Classroom" and to locally expand the program from two to four schools. Included are statistical data regarding such areas as staff development, areas of influence, extent of staff participation, student population, evaluation strategies, and project products such as a bibliography, evaluation tests, and brochures. Project results include implementation of one or more components of the Title III project by 11 different school districts and 47 schools; participation by 191 people in awareness presentation seminars; visitations by 233 visitors from 37 school districts; four in-district and seven out-of-district seminars; and provision of technical assistance to four school districts. Extensive appendices include such items as data on project disseminations to school districts, lists of school district contracts, charts of district implementation plans, copies of evaluation questionnaires returned by individual school districts, and summaries of 1972-73 adoption/adaptation activities. (GW)

**ED 097 785** EC 070 235

**Christie, Lu, Ed. And Others**

**A Very Special Education for All Children. Proceedings of the Third Annual Convention for Behavioral Educators.**

Vermont State Dept. of Education, Montpelier.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Note—206p.

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS**

#### POSTAGE

**Descriptors**—\*Behavior Change, \*Case Studies, Class Management, Conference Reports, Educational Accountability, Exceptional Child Education, \*Handicapped Children, Individualized Instruction, \*Operant Conditioning, Regular Class Placement, Reinforcement, Teaching Methods  
**Identifiers**—Vermont

The proceedings of the annual convention (1973) of Vermont behavioral educators contain 27 case studies of educational programs applying behavior theory to create an individualized, data-based, and accountable school system in which handicapped and normal students are integrated. The case studies, which are grouped according to school districts, describe such projects as: elimination of belligerent and truant behavior for a prelinguent boy; a fourth and fifth grade individualized reading program utilizing teen tutors; use of a teaching/learning unit to achieve instructional objectives for four high school accounting students; increasing gym participation for a first grade boy; and studying the effects of earning a bicycle on social and academic behavior. Other case studies reported the effects of reinforcement procedures on good silent reading characteristics; modification of out-of-seat behavior; and penmanship studies involving two brothers. (GW)

**ED 097 786** 88 EC 070 236

**Pre-Vocational Occupation Education Project: End of Budget Period Report and Final Project Report; ESEA Title III.**

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development; Modesto City Schools, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—74p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—\*Demonstration Projects, \*Educable Mentally Handicapped, Exceptional Child Education, Mentally Handicapped, \*Prevocational Education, Program Budgeting, \*Program Descriptions, \*Secondary Schools, Students

**Identifiers**—California, Elementary Secondary Education Act Title III, ESEA Title III

The end of budget period and final project report describes a California project intended to promote the adoption or adaptation of a prevocational education program for secondary level educable mentally handicapped (EMH) students. Data are presented on staff development, the nature and results of the project's dissemination and demonstration activities, cooperation from institu-

tions of higher education, and project products (including curriculum guides, brochures and information sheets, and slides and tapes). A narrative report examines such issues as the history and need for such a program in the California school system, program scope, instructional equipment and materials, parent-community involvement, the budget, dissemination activities, and program evaluation. It is reported that a total of 16 different schools or districts have adopted the concept of prevocational education for EMH students and that an additional 15 schools or districts plan to operate an adaptation of the model program during 1973-74. (GW)

ED 097 787 EC 070 237

LaRoe, Conny.  
Success Through Records.  
Ocean View Elementary School District, Huntington Beach, Calif.  
Pub Date [74]  
Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Behavior Problems, Behavior Rating Scales, Evaluation, Exceptional Child Education, \*Learning Disabilities, \*Rating Scales, \*Records (Forms), Self Evaluation, \*Student Evaluation

Collected are 34 forms used by the author in remedial learning and/or behavior problems in elementary grade children. The consistent recording of data helps keep parents, teachers, administrators, and the teacher informed of the child's academic and social development. The forms are organized sequentially beginning with diagnostic tools and ending with year-end evaluations. The following are examples of included forms: "Learning Disability Group Referral Form", "Burks' Behavior Rating Scale", "Remediation Plan", "Student Self Evaluation", "Anecdotal Record", "Parent Evaluation", "Behavior Chart", "Point Card", "Reading Chart", "Spelling Record", "Daily Evaluation", "My Weekly Plan", "Citizen of the Day Award", "Tutor's Log", "Individual Test Results", and "Pupil Summary Evaluation Form." (DB)

ED 097 788 EC 070 238

Handbook: Exceptional Child Education.  
Hillsborough County Board of Public Instruction, Tampa, Fla.  
Pub Date 24 Jan 74  
Note—57p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Evaluation Criteria, Exceptional Child Education, \*Handicapped Children, Identification, Program Descriptions, \*Records (Forms), Referral, \*School Districts, Special Classes, \*Special Education, \*Student Placement

Identifiers—Hillsborough County (Florida)

The handbook contains forms, placement criteria, and procedural provisions for 17 program departments in the exceptional child program in Tampa, Florida. Included in the description of the Exceptional Child Education Department and the Exceptional Child Education Office are aspects of staffing and samples of general forms such as parental agreement to special class placement. Individually described are programs serving the following exceptionalities: educable mentally handicapped, trainable mentally handicapped, speech and language handicapped, specific learning disabilities, emotionally disturbed, socially maladjusted, gifted, hearing impaired/deaf, blind and partially sighted, physically handicapped, homebound and hospitalized, multiple handicapped—deaf/blind, hearing impaired/multi-method, and hard of hearing. Usually provided for each program are criteria for participation, procedural provisions such as screening and referral, placement, dismissal, and samples of specific program forms. Also explained is the role of the coordinator of admissions and special services. It is noted that the handbook is a working document intended to be revised for each school year. (DB)

ED 097 789 88 EC 070 239

Leiss, Robert H., Comp. Proger, Barton B., Comp.  
Language Training for Trainable Mentally Retarded: Annual Project Report: Second Year; ESEA Title III.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74  
Note—83p.; For related document, see ED 082 424

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Childhood, \*Exceptional Child Research, Intelligence Differences, \*Language Instruction, \*Language Programs, Mentally Handicapped, Program Effectiveness, \*Program Evaluation, \*Trainable Mentally Handicapped  
Identifiers—Distar Language I, Peabody Language Development Kit

During the 1973-74 school year, 230 trainable mentally retarded (TMR) children (ages 7 to 14 years) were exposed to one of two language training conditions: Distar or Peabody. A population of 116 continuances from the first year of the project and 114 new entries were assigned in as random a fashion as possible to either Distar or Peabody. Ss were divided into low IQ (21-43) and high IQ (44-53). Sex was built into the design, as was pretest-posttest and new entries versus continuances. Thus, a five-factor, 2 x 2 x 2 x 2 x 2 repeated-measures design was subjected to analysis of variance for each of three basic criteria: Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Abilities, and Mecham Verbal Language Development Scale. Seven children were selected randomly from each of the 16 between-factor cells to yield a total of 112 children. Longitudinal analyses were also conducted on just the continuances with pre- and posttest data from the three basic measures from both years of the project to yield a treatments-by-IQ-by-Sex-by-Measures (2 x 2 x 2 x 4) design. While no significant differences emerged for the high-IQ children, the low-IQ children were aided more by Distar than by Peabody. In the 5-way designs, gain in the total sample was not marked. However, when one considers only the continuances (in the second set of analyses), significant gain in language functioning did occur. (DB)

ED 097 790 EC 070 240

Singh, S. P.  
Interdisciplinary Seminar for the Prevention of Learning and Behavior Problems Among Young Children.

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date [73]  
Grant—OEG-0-70-1816(7251)

Note—45p.; For related documents, see EC 070 241 and 369

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Anthropology, \*Behavior Problems, Counseling, \*Early Childhood, Educational Methods, \*Exceptional Child Education, Graduate Study, Interdisciplinary Approach, Language Development, \*Learning Disabilities, Linguistics, Nonstandard Dialects, \*Prevention, \*Teacher Education

Described is a graduate interdisciplinary seminar held at the University of South Florida from September 1972 through June 1973 on the prevention of learning and behavior problems in young children. Faculty members from the areas of anthropology, guidance, special education, early childhood, and linguistics led presentations and discussions on topics such as the following during Quarter 1: linguistics, anthropology, structure of American English, stages in the acquisition of language, the social structure of language, and children's dialects; topics such as the following during Quarter 2: case study as an approach for understanding the child, the management of dialects in the schools, black-white discrimination, socially conditioned perception, and differences in child rearing practices; and discussion groups focusing on either anthropology, linguistics, or pedagogy during Quarter 3. Seminar evaluation results show highly positive reactions from both faculty and students at the conclusion of the seminar. Also included are abstracts of the seminar topics and the feedback rating scale used to evaluate the seminar. (DB)

ED 097 791

Singh, S. P.

Preparation of Education Personnel in a Pluralistic Social Context. Program Assumptions, Objectives, Implementation and Evaluation Strategies: An Approach: Program Early Childhood Early Intervention (N-3).  
University of South Florida, Tampa. Coll. of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date Jun 74

Grant—OEG-0-70-1816(7251)  
Note—38p.; For related documents, see EC 070 240 and 369

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Cultural Differences, Evaluation Methods, Exceptional Child Education, Graduate Study, Kindergarten, \*Learning Disabilities, Preschool Programs, \*Prevention, Primary Grades, \*Program Descriptions, Program Evaluation, \*Teacher Education

Described is a proposed graduate program to train nursery school, kindergarten, and primary grade educational personnel in a pluralistic social context for the purpose of reducing the number of children in need of special educational services. Program assumptions include causes of behavior such as the interaction of the internalized sets of concepts held by children with the external factors of home and school. A program format is recommended which includes curriculum content focusing on understanding the child's self through study of child rearing practices and cultural pluralism. Listed are 24 program objectives such as the development of awareness and appreciation of individual differences among children. The schedule for a typical week includes field work experiences and class participation. Noted is the involvement of community members. Compared are six modes of program evaluation such as gathering empirical evidence on pupil progress and evaluating the rationale on which a particular program is based. An evaluation design is proposed which would include provisions to collect empirical data, gather information to evaluate the program rationale, and assess the motivational and attitudinal variables of the program. Implementation and feedback phases involve activities such as taking standardized tests prior to and following the program. (DB)

ED 097 792 EC 070 293

Gorelick, Molly C.  
What's in a Label? Careers in Integrated Early Childhood Programs.

California State Univ., Northridge. Preschool Lab.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
Pub Date 10 Sep 73

Note—5p.  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classification, \*Early Childhood Education, Exceptional Child Education, \*Handicapped Children, Identification, \*Regular Class Placement, \*Teacher Attitudes  
Identifiers—\*Labeling

The paper, given by the director of a project to train teachers for early childhood education programs which integrate handicapped and normal children, focuses on the effects of labeling on teacher-child interaction. The author recounts her own experience with teaching handicapped children and the historical tendency to label and segregate various classes of children. She notes the problem her project has had in coping with the insecurity of teachers when confronted with a handicapped child in the regular class. Stressed is the need for all teachers to learn to assess each child, plan individualized programs, and overcome prejudices concerning human differences. (DB)

ED 097 793 EC 070 327

Gettings, Robert M. Ziegler, William Allen, Jr.  
Organization of State Services for the Mentally Retarded: A Source Book.  
National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D. C. Office of Mental Retardation Coordination.

Pub Date Dec 73



Note—214p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

## POSTAGE

Descriptors—\*Administrative Organization, Delivery Systems, \*Exceptional Child Services, \*Mentally Handicapped, Models, \*Resource Guides, \*State Agencies, State Departments of Education

Provided is a comprehensive overview of the manner in which each state government is organized to deliver services to the mentally handicapped (MH). An organizational chart is provided for each state which depicts executive level agencies serving the MH in areas such as special education, rehabilitation, day and residential services, welfare, social services, and health. A series of organizational charts on each of the individual agencies provides additional details on the important program subunits within the agency. Listed are functional statements on each subunit's goals. For example, the information on Alabama shows the Department of Education's Division of Instruction has a Program for Exceptional Children and Youth Section with a function of assisting in organizing classes. Appended is a chart giving a state by state breakdown of agencies responsible for administering various programs affecting the MH. (LC)

ED 097 794

EC 070 368

Gorelick, Molly C.

Developmental Teacher Competency Checklist. Careers in Integrated Early Childhood Programs.

California State Univ., Northridge. Preschool Lab.

Pub Date 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Behavior Rating Scales, Check Lists, Class Management, \*Early Childhood Education, \*Exceptional Child Education, Handicapped Children, Inservice Teacher Education, \*Performance Based Teacher Education, Program Planning, \*Regular Class Placement, Student Evaluation, Student Teacher Relationship, Teacher Education, Teacher Evaluation

The developmental teacher competency checklist is designed to facilitate planning of individualized pre- and inservice teacher training programs for teachers of integrated classes of normal and handicapped students. The checklist, which is suitable for self-evaluation and for supervision, applies a five level rating scale to the following competency areas: classroom management, assessment, program design and planning, teacher-child relationships and management, staff and coworker relations, professional work habits, parent relationships, and community relationships and resources. Examples of specific competencies evaluated are: checking safety of equipment and materials and notifying director of problems (classroom management); analyzing and revising learning opportunities based on child's responses and needs (program design and planning); and providing for and managing diversity in the psychomotor domain in normal, blind, deaf, orthopedically disabled, and other handicapped children (teacher-child relationships and management). (LC)

ED 097 795

EC 070 369

Singh, S. P. Allen, Elaine S.

Follow-Up Study: Early Intervention Program.

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Grant—OEG-0-70-1816(7251)

Note—40p.; For related documents, see EC 070 240-241

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Early Childhood Education, Elementary Education, \*Exceptional Child Research, \*Followup Studies, \*Graduate Surveys, Handicapped Children, Intervention, Occupational Aspiration, Parent Teacher Conferences, Program Effectiveness, \*Program Evaluation, \*Teacher Education, Universities

As part of the evaluation scheme of the University of South Florida's College of Education Early Intervention Program, a followup study was conducted with 25 graduates of the program (1970-73). Ss responses to a followup scale provided information on changes in their profes-

sional aspirations, development, and involvement and on their retrospective appraisal of the university's program and content. A questionnaire completed by a site visitor provided supplementary information. Data showed an upward shift in Ss professional aspirations, involvement with professional organizations, and involvement with parents, other teachers, and the community after graduation from the program. Retrospective appraisal by graduates revealed that the program needed more emphasis on community involvement, parent organizations, and workshops but had provided adequate work in early childhood, exceptional child education, and fieldwork. Educational content areas included in the program (such as cognitive development and communication skills) were all considered important. Data gathered from the questionnaire revealed that the majority of graduates were working with children directly in the classroom and were in racially mixed settings with heterogeneous groups of children. Students suggested that training be expanded in such areas as cultural pluralism, children with learning and behavior problems, and development of listening skills among teachers and children. (LC)

## FL

ED 097 796

FL 004 190

Gougher, Ronald L., Ed. Bockman, John F., Ed. Individualization of Foreign Language Learning in America, No. 6.

Pub Date 73

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Educational Strategies, \*Individualized Instruction, \*Individualized Programs, Instructional Materials, \*Language Instruction, \*Newsletters, Second Language Learning, Teacher Workshops, Teaching Techniques

This newsletter begins with an editorial comment on the current progress of foreign language individualization. Other items included are: "Practical First Steps for Individualizing—Suggestions for Teachers Who Must Start from Scratch" (Ronald Gougher); "A Statement on Skills and Feelings: The Dimension of 'Depth' in Individualization" (Earl Stevick); "Guidelines for an Inservice Workshop and Checklist of Learning Activities and Objectives" (Robert McClennan); "Individualized Spanish for English Speakers" (Mirta Vega). Notes of interest to teachers planning individualized foreign language instruction and bibliographic references relevant to the subject are also provided. (LG)

ED 097 797

FL 004 305

Hewitt, Toni

Supervising a Secondary Student Teacher in a Foreign Language.

Pub Date Apr 73

Note—8p.

Journal Cit—Montana Foreign Language Teachers Association Bulletin; v17 n4 p9-16 Apr-May 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—College Supervisors, \*Cooperating Teachers, Evaluation Methods, \*Language Instruction, Master Teachers, \*Secondary Grades, \*Student Teachers, Student Teaching, Teacher Educators, Teacher Evaluation, Teacher Responsibility, Teacher Role, \*Teacher Supervision, Teaching Experience

Based on experiences in supervising student teachers of French and Russian at the secondary level, this paper examines the relationship between the student teacher of a foreign language in a secondary school and the supervising teacher in terms of the general and specific responsibilities of each. Suggestions and criticisms are offered concerning the preparatory work required of the supervising teacher, the initial period of the practice teaching experience, the role of the college supervisor, and evaluation procedures. (PMP)

ED 097 798

FL 004 913

Bibliographie Moderner Fremdsprachenunterricht. (A Bibliography of Modern Foreign Language Instruction.) Vol. 4, No. 3.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 73

Note—129p.; In German

Available from—Max Hueber Verlag, 8045 Immaning bei Munchen, Kraustrasse 30, Germany (10 German marks)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

## POSTAGE

Descriptors—Abstracts, \*Annotated Bibliographies, Audiovisual Aids, English (Second Language), \*German, \*Information Systems, \*Language Instruction, Language Research, Linguistics, \*Modern Languages, Second Language Learning, Teaching Methods

This document is part of a West German information dissemination system that is similar to ERIC. This annotated bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ERIC/CLL as well as with a number of institutions in other countries. Most of the 251 items listed in Vol. 4, No. 3 appeared in 1973 and deal primarily with modern language instruction but also with several other areas of linguistics. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms, (2) abstracts of the items, and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by lists of sources cited and followed by an alphabetical author/title to entry number reference index. (TL)

ED 097 799

FL 005 970

Chin, Big-Qu Duda, Halyna

Ethnic Group Schooling and the Massachusetts Transitional Bilingual Education Act.

Pub Date May 72

Note—30p.

EDRS Price MF-\$0.75 HC Not Available from

## EDRS. PLUS POSTAGE

Descriptors—\*Bilingual Education, Bilingualism, Cultural Background, \*Educational Legislation, \*Ethnic Groups, Minority Groups, Parochial Schools, \*Private Schools, School Support, \*School Surveys, State Legislation

Ethnic schools (supplementary schools conducted on Saturday and weekday afternoons and religion-affiliated day schools) in the Boston area were surveyed in order to determine the effect of the Massachusetts Transitional Bilingual Education Act (TBEA) on ethnic schooling and the possibilities of ethnic school involvement with TBEA. The schools studied were Roman Catholic parish schools and two types of ethnic supplementary schools: (1) those serving new immigrants along with American-born ethnics; and (2) those serving ethnic groups which no longer have sizable numbers of new immigrations. Questionnaires were used to collect data from ethnic school teachers and directors. The findings showed that the TBEA is perceived as having: (1) a potential negative impact on the educational efforts of certain ethnic groups, i.e., Chinese and Greek; (2) no impact on the supplemental educational efforts of groups that immigrated primarily before the mid-1950's, i.e., Armenians and Poles; (3) no impact on Roman Catholic parochial schools serving ethnically homogeneous parishes. Methods for involving the ethnic group schools in the implementation of the TBEA are suggested. Concluding the study are recommendations for State recognition and support of ethnic schools because of their valuable role in the process of socialization of immigrant children, as well as the preservation and development of bilingualism in both immigrant and native-born children. A brief history of the TBEA and a copy of the Act and the questionnaire are provided. (LG)

ED 097 800

FL 006 173

Garfinkel, Alan, Ed. And Others

LBRIQ Newsletter [Newsletter of the Language by Radio Interest Group]. Vol. 2, Nos. 1-3.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date 74

Note—17p.; For related document, see ED 081 292

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Audiovisual Aids, Educational Radio, Educational Technology, \*Language Instruction, \*Newsletters, News Media, \*Radio, \*Second Language Learning, Teaching Techniques

Volume 2 of the Language by Radio Interest Group (LBRIQ) Newsletter consists of news

items, short articles, general information, and opinions on the subject of language learning by radio. The first number in the volume contains the following feature articles: "Radio and Communicative Competence," by Kimball L. Robinson; "Shortwave Broadcast and Amateur Shortwave—Two Different Approaches to Language by Radio," by Richard Wood; and an announcement of the 1973 ACTFL meeting's session on radio. Number 2 contains a report on the radio workshop conducted at the convention. In addition there are notes on the NALLD Journal and the ERIC Newsletter on Media, both containing references to radio language learning. Number 3 features an article by Philip D. Smith, Jr. called, "Snap, Crackle, Pop—Now That You've Got It, What Have You Got?" describing various types of shortwave broadcasts. Also included is an article by Leon Naravaz, "La voz hispanica," describing a Spanish program heard weekly on the campus of St. Olaf College in southern Minnesota. Suggestions and comments sent in by readers and a bibliography of reference materials are provided in each of the three issues. (LG)

ED 097 801 FL 006 179

Lee, Kee-dong  
Verbal Aspect in Kusaeian and Ponapean. Working Papers in Linguistics, Vol. 5, No. 9. Hawaii Univ., Honolulu. Dept. of Linguistics. Pub Date Oct 73  
Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Adverbs, \*Descriptive Linguistics, Form Classes (Languages), Grammar, \*Malayo Polynesian Languages, Phrase Structure, \*Suffixes, Syntax  
Identifiers—Kusaeian, Ponapean

This paper examines the meaning and functions of the directional suffixes (adverbial expressions of direction) in Kusaeian and Ponapean. It is shown that the directional suffixes have two semantic features of direction and terminus. Depending on the different contexts in which they are used, sometimes only one semantic feature is employed and other times a combination of both features is used. Part 1 is devoted to the study of the Kusaeian suffixes and Part 2 to Ponapean. A number of detailed examples are given, and a list of references is included. (Author/PMF)

ED 097 802 FL 006 329

Robbins, Michael C. And Others  
A Cross-Cultural Study of Problems of Semantic Equivalence in Communication. Variation in the Cognition of Luganda Color Terms. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 73  
Grant—OEG-7-71-0027(508)

Note—177p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Bantu Languages, \*Cognitive Processes, \*Color, \*Cross Cultural Studies, Cultural Differences, Cultural Traits, Developing Nations, \*Ganda, Psycholinguistics, \*Semantics, \*Sociocultural Patterns, Verbal Communication

Identifiers—\*Uganda

This study asks two questions: Is there intracultural variation among the Baganda of Uganda in the cognition of color terms; and if there is, what are the sociocultural correlates of this variation? The color terminology of the Baganda is described, and several psycholinguistic techniques are used to determine the cognition of these terms. These include: (1) word associations, (2) triad sorts, (3) the semantic differential, and (4) listing tasks. Data were collected from samples which maximized the variance in sociocultural characteristics. A multivariate analysis of the data demonstrated a large degree of intracultural variation in the cognition of terms which can be related to formal education, reading and speaking English, residence, age, reading Luganda, and sex. Evidence from the four psycholinguistic techniques provides a considerable degree of convergent validity for these claims. The significance of these findings with regard to various communication situations (e.g., education, public information) and anthropological research methods which have been based on the assumption of cultural homogeneity are noted, and areas for further research are indicated which can poten-

tially result in findings that can be used to facilitate the communication process within the research population. (Author)

ED 097 803 FL 006 347

Whitburn, M.  
Motion-Picture Films in Foreign Language Teaching.

Vrije Universiteit Brussel (Belgium). Instituut voor Taalonderwijs.

Pub Date Jun 73

Note—9p.; Part of a Colloquium on Language Teaching with the Help of Multiple Methods Available from—Vrije Universiteit Brussel, Instituut voor Taalonderwijs, Brussels, Belgium  
Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, Audiovisual Communication, \*English (Second Language), Films, \*Foreign Language Films, Instructional Media, \*Language Instruction, \*Second Language Learning, Teaching Methods

During the year 1972-73 experiments were conducted at the University of Brussels on the use of motion picture films as a medium of teaching English as a foreign language to college students. Most of the students were at the intermediate level in English, and needed practice in aural comprehension and oral expression. Selected films were obtained from the British Embassy and the American Library. None of the films chosen were made to serve as media for language teaching; however they became excellent means of exercising ability in aural comprehension when used according to described procedures and techniques. Further experimentation was conducted on other films, and it was concluded that there are several fundamentals to be observed in selecting films for language teaching: (1) the films should be short; (2) the scenes should follow in rapid succession; (3) what appears on the screen should be easy to describe; (4) screen action should never be confusing. In summary, the use of the motion picture in Foreign language teaching is effective if the films are selected to suit the students, and if a specific methodology is used in presentation. The films used and the procedure for presentation are described. (LG)

ED 097 804 FL 006 541

von Schmidt, Wolff A.  
Some Reflections on Survey Courses in German Literature.

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Course Content, Course Objectives, Curriculum Guides, \*German, \*German Literature, Higher Education, Language Guides, \*Language Instruction, Literary Analysis, \*Relevance (Education), Student Needs

The problems of teaching German literature survey courses have increased in the 1970's because of the drop in enrollment in language classes in general. Previously German literature courses (at the University of Utah) covered large amounts of material superficially; they were designed to familiarize the student with names of authors, titles of works, and dates. Critical analysis and discussion were not fundamental to the study. Today this approach does not work. Contemporary students are interested in literature for personal understanding and growth. Consequently, the instructor of foreign language literature courses should attempt to meet the students' intellectual needs by teaching works relevant to their search for self-realization. In order to do this, it is necessary to limit the quantity of literature to be read so that it may be studied in more depth. In addition, an interdisciplinary emphasis is preferable, making it necessary for instructor to be informed of current trends in fields related to literature. Factual lectures might be replaced by introductory lectures on focal points of a cultural period, followed by discussions that would lead to a greater exchange between instructor and student. Examinations should be essays rather than objective short answers, and students of all departments and fields should be welcomed into the language classes. (LG)

ED 097 805 FL 006 543

Mueller, Theodore  
Des interferences culturelles a surmonter (Overcoming Cultural Interference).

Pub Date [74]

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Contrastive Linguistics, Cultural Differences, English, \*French, \*Interference (Language Learning), Intonation, Language Instruction, Language Rhythm, Language Styles, \*Phonetics, \*Second Language Learning, \*Suprasegmentals

The English speaker learning French tends to interpret the sound characteristics of the second language according to English conventions. The term "sound characteristics" as used here refers to the phonetic aspects, the rhythm, and the intonation of French. A number of examples are given to support the theory that insufficient knowledge of these characteristics often results in the development of negative attitudes toward French on the part of the learner and in certain learning difficulties. A student who is unaware that vowels are normally quite short and sharp in a French utterance could, for example, easily misinterpret the emotional state of a French speaker. In English, such a style usually indicates that a speaker is somewhat irritated or upset. Differences in the sound characteristics of the students' native language and French should be explained in detail and emphasized by the teacher. (PMP)

ED 097 806 FL 006 544

Fallis, Guadalupe Valdes

Teaching Spanish to the Spanish-Speaking: Classroom Strategies.

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Language Instruction, Language Patterns, Mexican Americans, \*Native Speakers, Reading Instruction, \*Regional Dialects, \*Spanish, \*Spanish Speaking, Speech Habits, Teacher Attitudes, Teaching Techniques, Writing Skills

Students of Spanish in the United States who are native speakers of Spanish need courses designed to meet their special linguistic needs. The tendency has been for teachers to place negative value judgments on the Spanish dialects spoken by Mexican-Americans. Instead, courses should be based on the areas in which the native Spanish speaker needs instruction in his own dialect. The classroom strategies described here have been found effective and can be used during one semester. The Spanish-speaking student consistently speaks more than he writes, and consequently writes as he speaks. In order to compensate for spoken dialect irregularities, he needs to learn spelling rules. Many spelling irregularities can be corrected, to a large extent, by teaching Spanish sound and symbol correspondences. By using a chart listing Spanish phonemes, and the most common mistakes made by the Spanish-speaking student who already reads and writes English, the student is introduced to Spanish consonants, vowels, and vowel diphthongs with the corresponding orthographic symbols. Students also must be given a complete explanation of stress in Spanish. In teaching reading, the objectives must be that the student acquire: (1) ease and confidence in his ability to read Spanish and (2) comprehension closely approximating his comprehension in English. Emphasis should be given in reading to understanding meaning in context without English translation. (LG)

ED 097 807 FL 006 557

Dumas, Bethany K.

Suggestions for Investigating Tennessee English: A Sociolinguistic Approach to Dialect Study.

Pub Date 2 Nov 74

Note—10p.; Paper presented at American Dialect Society Section Meeting, South Atlantic Modern Language Association (Washington, D.C., November, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Dialect Studies, English, \*Language Research, Language Styles, \*Regional Dialects, Social Dialects, Socioeconomic Status, \*Sociolinguistics, Southern States, Surveys

Identifiers—\*Tennessee

A survey of written and spoken Tennessee English was recently begun. Work is in progress on the first stage of the project, which involves the compilation of a bibliography. Data from the Linguistic Atlas of the Gulf States (LAGS) and the Dictionary of American Regional English

(DARE) will be examined in planning the survey itself. The next stage will consist of the preparation of a questionnaire which will concentrate on informants' phonological, orthographic, and syntactic systems (data not collected by the LAGS project). Research techniques will be similar to those of the Arkansas Language Survey (ALS). The questionnaire is model-oriented rather than item-oriented, and enables the interviewer to record informants' speech in a wide range of styles. Samples of written English will also be collected. The general aims of the survey include: (1) the continued gathering of linguistic data useful for identifying geographic boundaries in Tennessee; (2) the investigation of the processes of obsolescence and replacement in the syntactic, phonological, and lexical systems of native Tennesseans; (3) the identification of the linguistic correlates of social stratification of Tennessee English in both its spoken and written forms; (4) the determination of the importance of style shifting as an explanation of linguistic variation in Tennessee; (5) the testing of the hypothesis that Americans generally have a negative attitude toward their own use of language; and (6) the gathering of data yielding information about the relationship between speech and writing. (Author/LG)

**ED 097 808** FL 006 565

Davies, Norman F., Ed. Allen, John R., Ed. *System. A Newsletter for Educational Technology and Language Learning Systems*. Vol. 2, No. 3. Linköping Univ. (Sweden). Dept. of Language and Literature. Pub Date Oct 74

Note—93p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

Descriptors—Bilingualism, \*Educational Technology, Group Instruction, \*Language Laboratories, Language Tests, \*Newsletters, \*Second Language Learning, Teaching Techniques

This issue begins with an editorial comment on the journal's areas of interest. The articles are concerned with the following topics: (1) English composition and the use of the computer (Peter Zoller); (2) the teacher and the language laboratory (L. Ross and B. D. Sadler); (3) language aptitude tests in the language laboratory (in German, Peter Nubold); (4) cooperative learning in the language laboratory (Udo Jung); (5) a group-work French teaching project (J. Hare); (6) language aptitude tests for the Japanese (Ken Murakami); (7) group work in the language classroom in Finland (Kalevi Vainioranta and David Bullivant); (8) standardized tests in German as a foreign language (in German, Alfred Tumatz); (9) bilingualism in Wales (Jac L. Williams); (10) the linguistic, personal, and social development of immigrant children in Sweden (B. I. Stockfelt-Hoatson). Comments from the readers, a calendar of international conferences, and an index to Volume 2, 1974, are included. (LG)

**ED 097 809** FL 006 568

Okreglak, Ludmila, Comp. Taylor, Marcia E., Comp.

*Periodicals in the Field of Applied Linguistics. An International Survey*. Center for Applied Linguistics, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No.—BR-2-2075

Pub Date 74

Contract—OEC-0-72-1530

Note—97p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$4.50)

#### Document Not Available from EDRS

Descriptors—\*Applied Linguistics, Audiovisual Aids, Bibliographies, Computational Linguistics, \*Indexes (Locators), Information Science, \*Language Instruction, Linguistic Theory, \*Periodicals, Phonetics, \*Reference Materials, Second Language Learning, Sociolinguistics, Translation

Identifiers—NDEA Title VI

This volume lists and classifies journal literature in the field of applied linguistics. More than 200 periodicals are cited. Although emphasis is placed on publications dealing with language teaching, journals concerned with other aspects of applied linguistics are also included. The entries are arranged in alphabetical order, with

foreign periodicals appearing first, followed by a much shorter listing of U.S. publications. Each journal is described briefly and is classified by means of a language index, a subject index, and a country index. The book is intended for use in conjunction with two previously published works: "Ulrich's International Periodicals Directory: Fifteenth Edition, 1973-1974" (Bowker, 1974) and "Linguistique: Liste mondiale de périodiques spécialisés/Linguistics: World List of Specialized Periodicals," edited by J. Viet (Mouton, 1971). Two indexes listing journals in theoretical linguistics conclude the volume. (Author/PMF)

**ED 097 810** FL 006 580

*Minimal Competencies for the Preparation of Foreign Language Teachers.*

New York State Association of Foreign Language Teachers.

Pub Date 74

Note—17p.

Available from—Robert Ludwig, Administrative Assistant, 1102 Ardsley Road, Schenectady, New York 12308 (\$3.00 individual copy, \$15.00 set of 10)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Consortia, \*Language Instruction, \*Language Teachers, \*Performance Based Teacher Education, Performance Criteria, Program Planning, Teacher Certification, \*Teacher Education, Teacher Education Curriculum, Teacher Educators, \*Teacher Qualifications

A list of minimal competencies for foreign language teachers is presented. The document was designed as a guideline for consortia in various parts of New York State to use according to their specific needs. Descriptions of teacher competency in the following areas are given: (1) practical command of the language, (2) language analysis, (3) culture, (4) the teaching-learning process, and (5) professional awareness. A summary of the knowledge, skills, and behaviors required of teachers and suggestions concerning the role of cooperating school districts, teachers, and institutions of higher learning in teacher preparation programs are included. Appendix A consists of the format for submission of teacher education program proposals, and in Appendix B the educational rights of students enrolled in teacher education programs are cited. (PMP)

**ED 097 811** FL 006 583

Gougher, Ronald L., Ed. Bockman, John F., Ed. *Individualization of Foreign Language Learning in America*. No. 8.

Pub Date Dec 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Educational Strategies, Individualized Curriculum, \*Individualized Instruction, \*Individualized Programs, Instructional Materials, \*Language Instruction, \*Newsletters, \*Second Language Learning, Teaching Techniques

This newsletter begins with an editorial on the purposes and methods of individualizing foreign language instruction. Mirra R. Vega describes an individualized Spanish course for English speakers, produced by the Dade Co. Public Schools, Miami, Florida. Also presented is a list, compiled by Robert McClennan, of the potential problems of foreign language instruction in individualization. Other entries include a review of Ronald Havelock's book, "The Change Agent's Guide to Innovation in Education," comments on various instructional materials, a description of the components of individualization, suggestions for the use of assistants in language instruction, and a list of summer programs for 1975. An article on foreign language communication concludes the newsletter. (LG)

## HE

**ED 097 812** HE 004 920

Monroe, John U.

*Black Studies, White Teachers, and Black Colleges. Teaching Forum; Vol. 3, No. 3, April 1970.*

Institute for Services to Education, Inc., Washington, D.C.

Pub Date Apr 70

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Caucasians, College Teachers, Educational Needs, \*Higher Education, Instructional Improvement, \*Negro Colleges, \*Negro Culture, Negro Education, \*Negro Students, Student Attitudes, Teacher Responsibility

Black colleges have an extraordinary opportunity to develop a situation in which black people develop their own critical apparatus and come to use their own yardsticks rather than the traditional white yardsticks. The position of the white teacher in the black college is, then, a difficult tricky situation. The white teacher must learn to turn the ordinary run of instruction around so that more and more of the presentation comes from the students. He must accept the simple truth that in dealing with the black material, his students have more to teach him than he has to teach them. (MJM)

**ED 097 813** HE 005 965

Oliver, Michael And Others

*Post-Secondary Education in Manitoba.*

Manitoba

Pub Date 74

Note—196p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS**

#### POSTAGE

Descriptors—Admission (School), \*College Role, College Students, \*Community Colleges, Decision Making, Degrees (Titles), Educational Planning, \*Enrollment, Females, Graduate Study, \*Higher Education, \*Post Secondary Education, Private Colleges, Professional Education, Research and Development Centers

Identifiers—Canada, \*Manitoba

An overview of postsecondary education in Manitoba, Canada is presented in this document. Chapter 1 identifies the particular role that the Task Force on Postsecondary Education in Manitoba believe the universities should play in Manitoba society and the tasks they should undertake from those that should be the responsibility of the community colleges. Chapter 2 discusses recommendations concerning various aspects of university life including: growth, graduate studies; degrees, diplomas, certificates, external studies evaluation board; professional education; access to the universities; voluntary preadmission training courses; support services; university education in the French language; the status of women; and research in the universities. Chapter 3 reviews the community colleges and their role, programs, applicants, participation in decisionmaking, long-range planning, the status of instructors in community colleges, the students, curriculum, part-time study, social services, and the role of the private sector. Other chapters cover regional organization; learning and teaching; the relationship between secondary and postsecondary education; participation, accountability, and governance; organization of the postsecondary education system; planning for postsecondary education; and financing the system. (MJM)

**ED 097 814** HE 005 966

*Preliminary Budget Forecasts for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1975. Report to the Council of Ontario Universities.*

Council of Ontario Universities, Toronto.

Pub Date Oct 74

Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Budgets, \*Educational Finance, \*Expenditures, \*Foreign Countries, \*Higher Education, \*Income, Statistical Data, Universities

Identifiers—\*Ontario

The summary data and statistical schedules contained in this report reflect budget forecasts for provincially assisted universities of Ontario for the fiscal year ended April 30, 1975. The information shows details of the operating revenue and expenses by function and object of expenses for the universities of Brock, Carleton, Guelph, Lakehead, Laurentian, Nipissing, Hearst, McMaster, Ottawa, Queens, Toronto, Scarborough, Erindale, Trent, Waterloo, Western, Wilfrid Laurier, Windsor, and York. Guidelines and definitions are presented in addition to summary information, which includes operating expenses by object of expenses and function area, operating revenue by source, percentage operating ex-



percentages by object of expenses and by university, percentage of operating expenses by functional area and by university, and percentage of operating revenue by source of revenue and by type of fund. (MJM)

ED 097 815 HE 005 969

**Building for the Future of Postsecondary Education in Michigan. Report of the Governor's Commission on Higher Education.**

Michigan State Commission on Higher Education, Lansing.

Pub Date Oct 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Educational Change, Educational Coordination, Educational Objectives, Educational Opportunities, \*Educational Planning, \*Governance, \*Higher Education, Planning Commissions, \*Post Secondary Education, Reports

Identifiers—\*Michigan

This report presents findings and recommendations of the Michigan Commission on Higher Education concerning needed reforms in postsecondary education. Emphasis is placed on planning and coordination, institutional governance, and future agenda. Planning and coordination is discussed in relation to the developing crisis, constitutional ambiguity, and present structure, alternatives to that structure, and a proposal encompassing constitutional elements, statutory elements, review provisions, and strengths of the proposal. Institutional governance encompasses independent boards of control, membership, methods of selection, and presiding officers. Finally, the future agenda presents goals and purposes, opportunities for learning, and the environment for learning. Appendixes include implementing legislation, index to commission working papers, commission timetable, and acknowledgements. (MJM)

ED 097 816 HE 005 970

*Plesco, Judith And Others*

**Review of the Evaluative Literature on Open Admissions at CUNY.**

City Univ. of New York, N.Y. Office of Program and Policy Research.

Pub Date Oct 74

Note—70p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Admission (School), \*Admission Criteria, Evaluation, \*Higher Education, Literature Reviews, \*Open Enrollment, \*Program Evaluation

Identifiers—\*Open Admissions Policy

This review summarizes the literature concerning evaluations of the Open Admissions Policy at CUNY from September 1970, when it was initially implemented, to August 1974. The summaries are categorized under six headings: (1) research reports, containing data on the impact of the open admissions policy on students; (2) research reports, containing data on the impact of particular college programs on students; (3) descriptions of particular college programs, without data on their effect on students; (4) newsworthy developments, without critical comment; (5) personal experiences, be they positive, negative, or neutral in their assessment of the open admissions policy; and (6) judgements and criticisms, be they positive, negative, or balanced, journalistic or scholarly. An author index is included. (Author/PG)

ED 097 817 HE 005 971

**Perspectives and Plans for Graduate Studies. 11. Engineering 1974. C. Metallurgical and Materials Engineering. Report No. 74-15.**

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—226p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

#### POSTAGE

Descriptors—Doctoral Degrees, Doctoral Programs, Educational Quality, \*Engineering Education, Enrollment Trends, \*Foreign Countries, Graduate Students, \*Graduate Study, \*Higher Education, Labor Market, \*Metallurgy, Program Evaluation

Identifiers—\*Canada, Ontario

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning in coordination with the Committee of Ontario Deans of Engineering has conducted a planning assessment for doctoral work in metallurgical and materials engineering. A consultants' study of metallurgical and materials engineering is presented, encompassing interpretation of metallurgical engineering; the supply of and the demand for manpower; the quality of the educational experience; assessment of the programs at McMaster University, University of Toronto, Queen's University, University of Waterloo, University of Western Ontario, University of Windsor; and interuniversity cooperation in Province of Ontario. Consultants' recommendations and recommendations of the council are presented in addition to general recommendations concerning other discipline areas. (MJM)

ED 097 818 HE 005 972

*Laird, David B., Jr.*

**Inter-State Reciprocity: Minnesota-Wisconsin Model.**

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date 14 Jul 74

Note—13p.; Paper presented at the Annual Meeting of the Society for College and University Planning (Denver, Colorado, July 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Higher Education, \*Interstate Programs, Nonresident Students, Program Evaluation, \*Residence Requirements, Resident Students, State Programs, State Universities, \*Student Costs, \*Tuition

Identifiers—\*Minnesota Wisconsin Reciprocity Agreement

This document assesses the experience of the Minnesota and Wisconsin program of student reciprocity. Under terms of the Reciprocity Agreement all residents of both states are eligible for waiver of nonresident tuition increments at any public institution in either state. Overall the Minnesota-Wisconsin reciprocity program has been effective in increasing opportunity and accessibility for a significant number of students from both states, developed initial examples of interstate program planning, and provided a continuing foundation on which substantive discussions and planning activities may be built. (MJM)

ED 097 819 HE 005 973

*Emmet, Thomas*

**Postsecondary Public Employment Legislation Revised Status Report—August 1974. Special Report No. 4.**

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date Aug 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Collective Bargaining, \*Collective Negotiation, College Faculty, Colleges, Employment, \*Higher Education, \*Legislation, \*Postsecondary Education, Universities

This document identifies those states that have legislation enabling faculty and other employees in public higher education to form a union and to bargain collectively with the employer. The state name, educational level(s) with current contract or recognized union, and year of enactment are indicated for (1) states that have specific legislation that deals with public employees in postsecondary educational institutions; (2) states in which there is no specific or special postsecondary mention in the language of the legislation of an omnibus public employee bill but where by implication or interpretation postsecondary personnel and institutions are included; (3) states which have no collective negotiations legislation for postsecondary education but in which there are de facto postsecondary contracts or employee unit recognition and in which some legislative activity in respect to legalization of the de facto situation has taken place since 1970; (4) states in which there has been considerable to moderate legislative activity since 1970 of an omnibus legislation level in which postsecondary personnel would have been included; and (5) states with no activity during the period 1970-73. (MJM)

ED 097 820 HE 005 974

**Perspectives and Plans for Graduate Studies. 11. Engineering 1974. E. Industrial Engineering and Systems Design. Report No. 74-22.**

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—177p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

#### POSTAGE

Descriptors—Educational Planning, \*Engineering Education, \*Foreign Countries, \*Graduate Study, \*Higher Education, \*Industrial Education, Labor Market, Program Evaluation, Systems Concepts

Identifiers—\*Canada, Ontario

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning in cooperation with the Committee of Ontario Deans of Engineering has conducted a planning assessment for doctoral work in industrial engineering and systems design. Recommendations for doctoral work in engineering studies are presented. Following these recommendations the consultants report on industrial engineering and systems design is presented. This report discusses the evolution and development of industrial engineering, industrial engineering in Ontario and Canada, and the demand for industrial engineers. Three universities, the University of Toronto, University of Windsor, and the University of Waterloo, are discussed in relation to the nature of programs offered, faculty quality and size, quality of student body, physical facilities, and recommendation. (MJM)

ED 097 821 HE 005 975

*Angell, George W.*

**Some Suggested Advantages and Disadvantages of Collective Bargaining. Special Report No. 1.**

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date Oct 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Administrator Attitudes, \*Collective Bargaining, \*Collective Negotiation, \*College Faculty, Colleges, \*Higher Education, Teacher Attitudes, Union Members, Unions, Universities

This report reviews briefly some advantages and disadvantages of collective bargaining in higher education. Advantages discussed include: efficiency, equality of power, legal force, impasse resolution, communication, understanding the institution, resolution of individual problems, definition of policy, rights guarantee, faculty compensation, self-determination, administrative evaluation, younger faculty, minorities, institutional loyalty, educational policy, competitive power, consistency of service, strengthening collegiality, and increased executive authority. Some disadvantages include increased costs, loss of flexibility, inappropriateness of job actions, increased bureaucracy, unfavorable power shifts, increased adversary relationships, increased demands on faculty, diminished university autonomy, resort to exaggeration and emotions, loss of student representation, standardized pay, funding problems, loss of some diversity, involuntary contributions, loss of traditional faculty rights, loss of self-determination, loss of self-governance, loss of full participation of faculty, and credibility. Some advantages and disadvantages are presented from both the union member's viewpoint as well as from the administrator's viewpoint where applicable. A 9-item bibliography is included. (MJM)

ED 097 822 HE 005 976

**The Commonwealth Fund. Fifty-Sixth Annual Report for the Year Ended June 30, 1974.**

Commonwealth Fund, New York, N.Y.

Pub Date 74

Note—138p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

#### POSTAGE

Descriptors—\*Annual Reports, Educational Finance, Fellowships, \*Foundation Programs, \*Higher Education, \*Medical Education, Medical Research, \*Private Financial Support

Identifiers—\*Harkness Fellowship Program

The Commonwealth Fund is a philanthropic foundation established in 1918 with the mandate "to do something for mankind." The fund in 1974 responded to a wide variety of ideas and proposals in the field of medical education and health care. A dominant goal of the fund has

been to support and encourage medical centers in their efforts to develop effective systems for bringing health care to their surrounding communities. However, as in previous years, the fund's foremost interest was to strengthen medical education. In a related area, the fund continued its support for medical schools that are attacking, through expansion or modification of their curricula, those behavioral problems with roots in medicine that have wide impact on our society. The annual report describes in detail the aims of each project for which funds were appropriated including: strengthening medical education, health policy, social medicine, education for allied health professions, medical problems in human behavior, and international medical education. A report on the Harkness Fellowship program is included along with additional financial statements concerning the fund. (PG)

ED 097 823 HE 005 977

Doerrann-George, Judith And Others  
Grading: Student and Faculty Opinions. Indiana Studies in Prediction, No. 26.  
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.  
Pub Date 74  
Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*College Faculty, \*College Students, \*Grading, \*Higher Education, \*Opinions, Research Projects, Student Opinion, Teacher Attitudes

This study surveyed student and faculty opinion about the university grading system. The results show discontent with the system, but a feeling that some type of grading is probably necessary. Students disagreed that faculty collect enough information for grading; students did not believe faculty were too lenient in grading, but many faculty disagreed with this point; both faculty and students agreed that course objectives were too obscure, but students did understand what they must do to get a grade. Students had a tendency to believe that grades are related to faculty ability, but faculty disagreed with this. Students and faculty alike were split in preference for objective and subjective grading, but AI's preferred objective. All groups agreed that faculty should be allowed to choose different products (papers, tests, etc.) as a base for grading different students. Students and faculty saw grades as motivating (males more than females), and as anxiety producing (females more so than males). All believed that good grades are useful in getting jobs and in being accepted for graduate work, but students believed grades do not accurately reflect their achievement. Faculty had a tendency to believe grades do reflect achievement, but AI's were undecided. All groups lean toward agreeing that some form of grading is necessary if academic standards are to be maintained. (Author)

ED 097 824 HE 005 978

Hilyard, Delmar M.  
Community Service as Academic Responsibility.  
Pub Date [72]  
Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communications, \*Community Service Programs, \*Community Services, Educational Responsibility, \*Higher Education, \*School Community Relationship, Speech, \*State Universities, Urban Extension

Identifiers—\*Bowling Green State University  
The paper reviews Bowling Green State University's participation in community service activities particularly as it applies to the speech communications departments. Emphasis is placed on the traditional view of community service, the objective of community service, the Bowling Green State University Chicano Program, speech education for community service roles, and the community service mission. Reproduced from best available copy. (MJM)

ED 097 825 HE 005 979

Graduate Student Admissions Survey, 1973. Report No. 1-74.  
State Univ. of New York, Albany. Central Staff Office of Institutional Research.  
Pub Date Sep 74  
Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Doctoral Programs, \*Enrollment, \*Graduate Study, \*Higher Education, State Universities, \*Statistical Data  
Identifiers—\*State University of New York, SUNY

This report presents data concerning applications, acceptances, and new enrollments in all graduate programs of the State University of New York for the spring 1973, summer 1973, and fall 1973 terms. Regarding masters admissions it was found that: (1) there were 22,237 applications for masters degree programs in 1973, up 313 or 1.4 percent; (2) acceptance rates for these applications varied widely from 20 percent to 92 percent, with an average of 64 percent of the applications given favorable decisions, compared to 62 percent in 1972; (3) the number of full-time and part-time masters degree students who actually enrolled was considerably less than the number of applications accepted by state university institutions. Statistics concerning doctoral admissions indicated that: (1) applications for doctoral degree programs and graduate certificate programs in 1973 totaled 11,939; (2) acceptance rates for these applications varied from 16 percent to 100 percent, with an average of 42 percent of the applications being accepted; (3) the number of full-time and part-time doctoral degree and graduate certificate students who actually enrolled was considerably less than the number of applications accepted by the state university institutions. Additional findings cover the masters, doctoral, first-professional degree admissions, and trends in graduate admissions data. (MJM)

ED 097 826 HE 005 980

Bodner, Gerald A.  
The "No Agent" Vote at N.Y.U.: A Concise Legal History. Special Report No. 9.  
Academic Collective Bargaining Information Service, Washington, D.C.  
Pub Date Aug 74  
Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Collective Bargaining, \*Collective Negotiation, Failure Factors, \*Higher Education, Historical Reviews, \*Legal Responsibility, Unions, Universities, Voting

Identifiers—\*New York University  
This article deals with the historical and legal elements surrounding the unsuccessful attempt at faculty unionization at New York University. Of particular import are the issues surrounding unit inclusions and exclusions, especially the exclusion of part-time faculty. Another consideration was the active campaigning of the UFCT (United Federation of College Teachers), the AAUP (American Association of University Professors), and the anti-union organizations. While the article deals with the legal history of faculty unionization at N.Y.U., issues of broader legal and practical implication are outlined and discussed, along with the possible consequences of various decisions by the National Labor Relations Board and the courts. (Author)

ED 097 827 HE 005 981

The Importance of Service: Federal Support for Continuing Education. Eighth Annual Report of the National Advisory Council on Extension and Continuing Education.

National Advisory Council on Extension and Continuing Education, Washington, D.C.  
Pub Date 31 Mar 74  
Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Adult Education, Business Education, \*Community Services, \*Continuous Learning, Educational Quality, \*Extension Education, \*Government Role, Health Education, Health Services, \*Higher Education, Humanities, Inservice Education, Minority Groups, Negro Education, Parttime Students, Revenue Sharing, Social Workers, Teacher Education

Identifiers—\*Higher Education Act Title I

This report presents background papers and recommendations concerning the federal-university partnership in extension programs, continuing education, and community service. Issues touched on include the multiplicity of programs, legislative lifespans, lack of policy, need to strengthen institutions, revenue sharing, health care, continuing education for teachers, continuing education for social workers, programs for minority bus-

nessmen, cultural programs, education and training for public service, quality of the performance of institutions of higher education, increases in part-time students, and evaluation of Title I Higher Education Act programs. (MJM)

ED 097 828 HE 005 982

Perspectives and Plans for Graduate Studies. 11. Engineering 1974. D. Mechanical Engineering. Report No. 74-21.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.  
Pub Date 74  
Note—180p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Career Opportunities, College Faculty, Course Evaluation, Doctoral Programs, Educational Planning, Educational Quality, Employment Opportunities, Engineering Education, Enrollment Trends, \*Foreign Countries, Foreign Students, Graduate Students, \*Graduate Study, \*Higher Education, Labor Market, \*Mechanical Skills, Program Evaluation

Identifiers—\*Canada, Ontario

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning in cooperation with the Committee of Ontario Deans of Engineering has conducted a planning assessment for doctoral work in mechanical engineering. This report presents an overview of the recommendations for each of the assessments conducted in various areas of doctoral work. Following this overview, emphasis is placed on the assessment of mechanical engineering in relation to the number and quality of students, an analysis of mechanical engineering education at the doctoral level, and general observations. The section concerning the number and quality of students reviews the supply of students, foreign students, employment opportunities for graduates, student concern about career opportunities, and quotas on the number of students. Analysis of mechanical engineering education at the doctoral level reviews course requirements, doctoral theses, thesis work outside the university, part-time studies, coverage of mechanical engineering at the graduate level, strengths and weaknesses of graduate programs, and industrial research institutions. General observations discuss the minimum size of a group, metallurgy/material science, faculty age distribution, staff mobility, financial support for graduate work, and an overview of the Department of Mechanical Engineering at the University of Ottawa and the Institute of Aerospace Studies at the University of Toronto. (MJM)

ED 097 829 HE 005 983

Increasing Productivity in Higher Education. Proceedings of the Conference to Mark the Dedication of the Henry Chauncey Conference Center, May 1974.

Educational Testing Service, Princeton, N.J.

Pub Date May 74

Note—87p.

Available from—Educational Testing Service,

Princeton, New Jersey 08540 (\$2.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Accountability, \*Conference Reports, \*Educational Accountability, Educational Technology, \*Higher Education, \*Manpower Needs, \*Productivity

Identifiers—\*Henry Chauncey Conference Center

Presented in this document are the proceedings of the conference to mark the dedication of the Henry Chauncey Conference Center at the Educational Testing Service in Princeton, New Jersey. Included in the document are the opening remarks by William W. Turnbull; Higher Education is a Chauncey Business by Roger W. Heyns; Higher Education in a Steady State: Some Productivity and Manpower Questions by Juanita M. Kreps and James B. Duke; Technology, Humanism, and Higher Education by Lloyd N. Morrisett; Plato, Tiocti, and Sigi: Demonstrations of Educational Technology in the Service of Higher Education by Ernest J. Anastasio and Martin R. Katz. The dedication ceremony is also included. (PG)

ED 097 830

HE 005 984

Ganzemiller, Jack A.

An Investigation of Various Methods Used in Awarding Academic Credit for Non-Traditional Learning Experiences. Final Report.

Wisconsin Univ., Stout, Menomonie.

Pub Date 30 Jun 73

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Accreditation (Institutions), \*College Credits, Colleges, \*Continuous Learning, \*Educational Policy, Guidelines, \*Higher Education, \*Learning Experience, Questionnaires, Research Projects, Universities

In an effort to investigate various methods used in awarding academic credit for nontraditional learning experiences, this study analyzed a 3-page questionnaire returned from 229 U.S. colleges and universities offering at least a bachelor's degree. The major portion of the schools responding were public institutions, located in the Midwest, with an enrollment of between five and ten thousand, and on a semester time schedule. Wide variances were found between schools even in accrediting so-called "traditional" courses taught in a lecture situation. Accrediting agencies have just begun the task of establishing specific guidelines for crediting nontraditional learning activities. Most schools have no specific policies of their own for crediting these experiences. The majority of schools are awarding credit for many different types of nontraditional learning activities. The criteria most used in crediting various activities were: sponsoring departmental judgment, the advice of the involved faculty member, and time expended on the activity. The majority of schools are planning some enlargement in this area of crediting nontraditional learning activities within the next 2- to 3-year period. Although there is increasing interest by some groups for this "opening up the options" to meet graduation requirements, there is also a counter current hesitation and in some cases opposition to this movement by some faculty members. (Author/MJM)

ED 097 831

HE 005 985

Oberdorfer, Louis F. And Others

Tax Reform and the Crisis of Financing Higher Education.

Association of American Universities, Washington, D.C.

Pub Date May 73

Note—63p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Educational Economics, \*Educational Finance, \*Financial Support, \*Higher Education, \*Private Financial Support, Taxes, \*Tax Rates, Tax Support

This report presents the case for preservation of tax incentives to giving for higher education. Following introductory material, chapter 2 reviews the nature of the present crisis in financing higher education and the vital importance of voluntary support. Chapter 3 presents arguments in favor of the charitable deduction as an incentive for voluntary support of higher education including a policy justification, efficiency of the tax provisions in generating the voluntary support, and equity of the charitable deduction. Chapter 4 reviews additional arguments in support of the deduction for appreciated gifts and the unlimited estate tax deduction, including the deductibility of the fair market value of appreciated property, and no limitation should be placed on the charitable deduction for estate tax purposes. (MJM)

ED 097 832

HE 005 986

Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1973.

Comptroller General of the U.S., Washington, D.C.

Pub Date 17 Sep 74

Note—42p.

Available from—U. S. General Accounting Office, Room 4522, 441 G Street, N. W., Washington, D. C. 20548 (Order No. B-164031; \$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Educational Finance, Financial Needs, Financial Policy, \*Higher Education, \*Income, \*Program Costs, Program Evaluation, Statistical Data, \*Student Loan Programs

Identifiers—\*Guaranteed Student Loan System

This document examines the fiscal year 1973 financial statements of the Student Loan Insurance Fund, administered by the Office of Education, Department of Health, Education, and Welfare. Findings indicate: (1) The automated Guaranteed Student Loan System (GSLS) contains inaccurate data files and computer programs that do not process the data correctly. (2) OE estimates that future losses on loans insured or reinsured as of June 30, 1973, will amount to \$302,627,000. Including these losses in the Statement of Financial Condition results in a deficit of \$258 million instead of a surplus of approximately \$44 million. (3) OE estimated the default rate to be 17.2 percent for loans insured since program inception and 10.1 percent for loans reinsured as of June 30, 1973. (4) Collection action is not started promptly or pursued adequately to either obtain payments or determine that the loan is uncollectible. (5) OE is authorized to charge an insurance premium rate of one-fourth of 1 percent on loans insured directly by the government. A comparison of premium income with recognized and anticipated losses indicates that a premium rate of 4 percent would be required to finance the insurance. (6) OE does not consolidate information on the GSLS program. However, such information is necessary to enable either the Congress or OE to evaluate the program's effectiveness in relation to its cost. Financial statements are included. (MJM)

ED 097 833

HE 005 987

Merritt, Mary Strader And Others

Quality of Interracial Interaction Among University Students. Research Report No. 6-74.

Maryland Univ., College Park. Cultural Study Center.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Caucasian Students, College Students, \*Higher Education, \*Interaction, \*Negro Students, Questionnaires, \*Race Relations, Racial Attitudes, Racial Integration, Research Projects, Universities

Identifiers—\*University of Maryland

The purpose of this study was to investigate the quality of interaction among black and white university students while considering the nature of the situation and the race involved. A questionnaire consisting of 15 situations of an academic, social, and professional nature was administered to 314 freshman and sophomore students (60 percent male, 40 percent female, 56 percent white and 44 percent black). Data were analyzed using Analysis of Variance and Scheffe post hoc tests. Results indicated that regardless of race, students tended to feel most comfortable in an integrated situation (50 percent black, 50 percent white), less comfortable when they were in the majority, and least comfortable when they were in the minority. Exceptions were students preferred to be in the majority involved the situations of a party, a blind date, and having major surgery performed. Whites generally felt more comfortable than blacks in most situations. Blacks felt more comfortable than whites in an integrated neighborhood or dorm situation. Whites felt more comfortable than blacks being in a minority when discussing civil rights. Implications of the results for educators were discussed. It was concluded that while there were some negative findings, generally the results appeared to indicate that blacks and whites are approaching equality in their relations with one another. (Author)

ED 097 834

HE 005 988

Kinsel, John B. Latham, Jefferson M.

Course Evaluations: Summary 1973-74. Report No. 11.

Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.

Pub Date Sep 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Faculty, \*Course Evaluation, \*Educational Quality, Evaluation Criteria, \*Higher Education, Questionnaires, Research Projects, \*Student Attitudes, \*Teacher Evaluation

Identifiers—\*New College Hofstra University

A review of course evaluation results for 1973-74 at New College leads to the following summary conclusions: (1) Approximately 62 percent of

the New College students responded to course evaluation questionnaires. (2) Courses in the humanities area received the highest ratings by the students over the year and courses in the liberal arts area received the lowest ratings. (3) Areas of particular strength for the college appear to be the "overall" quality of instructors and the student's perceived effort with particular regard to his attendance in class. Weaknesses include the extent to which exams are perceived by the students as helpful in learning and the extent of learning about skillful writing. (4) Factor analysis of the course evaluation questionnaire suggests that students rate the courses according to three dimensions. These are (a) the instructor inside the classroom, (b) the student's own efforts in the course including such things as attendance, time and effort expended in study, etc., and (c) the external parameters of the courses such as reading assignments and papers. (Author)

ED 097 835

HE 005 989

Administrative Task Force on the Four Day Work Week. Final Report.

California State Univ., Los Angeles.

Pub Date Jan 74

Note—140p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Attendance, Employer Employee Relationship, \*Employment, \*Higher Education, Leave of Absence, \*Personnel Needs, \*Personnel Policy, Questionnaires, Statistical Data, Surveys, \*Working Hours

Identifiers—California State University Los Angeles, \*Four Day Work Week

The Administrative Task Force on a 4-day work week at California State University in Los Angeles was charged with the following responsibilities: (1) To make an indepth study of the "literature" of experience of other universities, a survey of staff, faculty, and students if required, and other activities that will result in setting up a list of favorable and unfavorable attributes of the 4-day work week for a campus; (2) if deemed feasible, to set up a limited pilot plan; (3) evaluate the results of the pilot operation; and (4) make a final recommendation for policy regarding the 4-day work week, including budgetary matters. Academic and support officers in the university were canvassed for interest in participating in the project. A questionnaire was used as the survey instrument. Preliminary analysis of the data indicated a high degree of support for voluntary participation in the 4/40 work plan both from those working under the plan and those not on the plan but working in the same offices. Other advantages of the plan include: reduced driving problems, easier parking, reduction in fixed expenses such as lunch, morale improvement, increased productivity and work efficiency, and reduced costs to the state. (Author/PG)

ED 097 836

HE 005 990

Richmond, Mossie J., Jr. McCluskey, Jimmy D.

Progress Report Number Four on Arkansas State University's Participation in the College Level Examination Program (CLEP) 1973.

Arkansas State Univ., Jonesboro.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, \*College Credits, \*Equivalency Tests, Grade Point Average, \*Higher Education, \*Learning Experience, \*Measurement Instruments, Research Projects, Universities

Identifiers—\*Arkansas State University, CLEP, College Level Examination Program

The report includes all the individuals who submitted CLEP scores and were enrolled at the university in 1973. Data indicated: (1) Fewer students took and earned credit through CLEP in 1973 (470) than in 1972 (616). (2) The academic caliber of a majority of the students who are writing CLEP appears to indicate that they have a realistic awareness of their academic strengths. (3) Both indexes, CLEP and ACT, adequately discriminate among the academic strengths of students. (4) Conspicuously fewer students earned credit through CLEP in fine arts and literature, philosophy, and religion than in the other subject areas. (5) There is a reasonably high positive relationship among the students in reference to the total number of semester hours earned through CLEP, the mean cumulative



GPA, and the mean ACT standard score. (6) There was a substantial difference in the mean cumulative grade-point average of students who earned credit through CLEP (2.77) and those who wrote CLEP but received no credit (2.10). (7) The grade distributions by subjects indicate that CLEP credit recipients did extremely well in courses related to the courses which they had earned through CLEP. (Author/MJM)

ED 097 837 HE 005 992

Morin, Richard W.  
Will to Resist: The Dartmouth College Case.  
Dartmouth Coll., Hanover, N.H.  
Pub Date Apr 69  
Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Court Cases, Court Doctrine, \*Governance, \*Higher Education, \*Historical Reviews, \*Private Colleges, Trustees  
Identifiers—\*Dartmouth College Case

This document presents a historical review of the Dartmouth College Case, "Trustees of Dartmouth College vs. William H. Woodward," February 1819. The case, testing the right of private education to survive, is presented in light of the chronological order of events as well as characterizations of the principal actors. (MJM)

ED 097 838 HE 005 994

Projecting Institutional Enrollments, 1974-1990.  
Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Apr 74  
Note—142p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS  
POSTAGE

Descriptors—\*Enrollment, \*Enrollment Projections, \*Higher Education, \*Models, School Demography, \*Statewide Planning, Statistical Data  
Identifiers—\*Minnesota

The enrollment estimates contained in this report represent the second set of institutional enrollment projections of oncampus headcount for public postsecondary education in Minnesota prepared by the staff of the Minnesota Higher Education Coordinating Commission. The projections are similar to earlier enrollment forecasts by the commission and other sources and indicate that the dramatic increase in the number of individuals attending collegiate education between 1956 and 1970 most probably will not continue into the future without some unexpected shift in student attendance and persistence behavior. The projections reveal that some institutions will experience relative stability, or some growth, but most will continue to decline in enrollment. Following the introduction and overview, the model and the projections are explained. The appendixes include: actual and projected high school graduates by planning region, 1972-1990; regional and statewide entrance rates by institution; and projected institutional enrollments, 1974-1990. (Author/PG)

ED 097 839 HE 005 995

Horowitz, Laura, Ed.  
Voluntary Support for Public Higher Education.  
Brakeley, John Price Jones, Inc., New York, N.Y.  
Pub Date 74  
Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Educational Economics, \*Educational Finance, \*Financial Support, Grants, \*Higher Education, Private Financial Support, \*State Colleges, \*State Universities, Statistical Data

Business corporations have significantly stepped up their support of public colleges and universities, and in 1972-73 for the first time gave more money to public institutions than to major private universities. This report analyzes gifts received by 283 public colleges and universities from corporations, foundations, private individuals, and community organizations. Altogether, the 283 public institutions attracted \$402.1 million in gifts and grants from private sources during 1972-73, the latest year for which complete figures are available and the year covered by this report. Of this amount, corporation and business support accounted for \$86.2 million or 21.4 percent. This was an increase of 26.4 percent from 1970-71. In 1972-73, corporations contributed \$83.4 million to 65 major

private universities—\$2.8 million less than their contributions to the larger group of public institutions. The business community is the second largest source of private support to public higher education. The largest source of support is general philanthropic foundations, which account for \$99.96 million or 24.9 percent of the public higher education voluntary support total in 1972-73. (MJM)

ED 097 840 HE 005 996

Womack, Farris W. McCluskey, Jimmy D.  
Factors Affecting Freshmen Enrollment at Arkansas State University. Fall 1973.  
Arkansas State Univ., Jonesboro.

Pub Date 73  
Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Enrollment, \*Enrollment Influences, \*Grade Point Average, \*Higher Education, Questionnaires, \*Student Characteristics, Surveys  
Identifiers—\*Arkansas State University

The purpose of this study was to determine the reasons why students did not enroll at Arkansas State University in the fall semester of 1973 when they had listed the university as their first choice among institutions to attend. An equally important purpose was to determine whether or not there were differences in the personal and intellectual characteristics of enrolled and non-enrolled groups and to develop a predictive model which would provide administrators with a definitive tool for identifying the potentially non-enrolling student. The following conclusions were drawn from the study: (1) The high school grade point average for nonenrolled students was significantly lower than the high school grade point average for enrolled students, (2) Family income was higher for enrolled students, (3) Advice of parents, size of college, and a desirable location were more important considerations for the enrolled group, (4) Information given by the high school counselor, an offer of a scholarship or other financial aid, and a good athletic program were significantly more important to those who did not enroll. The survey questionnaire is included in the appendix. (Author/PG)

ED 097 841 HE 005 997

Womack, Farris W. McCluskey, Jimmy D.  
An Environmental Study of Arkansas State University as Perceived by Students. Fall 1972.  
Arkansas State Univ., Jonesboro.

Pub Date 72  
Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*College Environment, \*Educational Objectives, Environmental Influences, \*Higher Education, \*Institutional Role, State Universities, Statistical Data, \*Student Opinion  
Identifiers—\*Arkansas State University

The purpose of this study was to describe the environment at Arkansas State University as perceived by the students in the fall of 1972 and to ascertain whether these students agreed or disagreed with the environmental perception of a similar sample of students in the fall of 1969. The obvious objective of this analysis was to determine trend information on the university's environment as perceived by students. The instrument used to measure the perceived environment was the College and University Environment Scales, Second Edition. An analysis of the data produced the following conclusions: (1) Percentile equivalent scores on the 1972 study deviated from scale to scale less than in the 1969 study. (2) Perceptions of practicality, community, and awareness were lower in 1972, while perceptions of scholarship, campus morale, and quality of teaching were higher in 1972 than in 1969. (3) The institutional profile in 1972 more nearly approaches the national profile of state colleges and universities than did the institutional profile in 1969. (4) The students perceived the university to possess a reputation for being friendly. (5) There was a consensus among the students in this study that students are not encouraged to criticize administrative policies and teaching practices. (Author/PG)

ED 097 842 HE 005 998  
Nuclear Engineering: Enrollments and Degrees.  
Enrollments-Fall 1973, Degrees Granted-July 1965-June 1973.

Atomic Energy Commission, Washington, D.C.  
Office of Industrial Relations.

Pub Date Jul 74  
Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Degrees (Titles), \*Engineering Education, \*Enrollment Trends, Females, Foreign Students, Graduate Study, \*Higher Education, Job Market, Labor Market, \*Nuclear Physics, Statistical Data, Undergraduate Study

This document presents statistical data concerning enrollments for fall 1973 and degrees granted 1965-June 1973 in nuclear engineering. Highlights of this survey of educational institutions indicated: (1) Ph.D.'s decreased to 126 from 149 in 1971-72 and from 181 in 1969-70. (2) MS's increased to 442 from 428 in 1971-72. (3) BS's increased to 551 from 464 in 1971-72. (4) Foreign nationals represented 3 percent of the BS, 13 percent of the MS, and 22 percent of the Ph.D. graduates, smaller percentages of MS and Ph.D. graduates than the prior year. (5) The percent of foreign nationals increased among doctoral candidates and undergraduate students; the percent among master's candidates decreased. (6) Private industry continued to recruit the largest portion of the graduates at all levels. (7) The percent of MBS and MS graduates remaining for further study declined. (8) Women and minority U.S. citizens (black, oriental, Spanish-speaking, or Native American Indians) represent no more than 3 percent of enrollees or graduates in any category or at any level. (MJM)

ED 097 843 HE 005 999

Fafunwa, A. Babatunde  
The Growth and Development of Nigerian Universities. Overseas Liaison Committee Paper No. 4.  
American Council on Education, Washington, D.C. Overseas Liaison Committee.

Pub Date Apr 74  
Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Educational Administration, Educational Development, \*Educational Finance, Educational Needs, \*Enrollment Trends, \*Foreign Countries, \*Higher Education, Historical Reviews, Student Costs, \*Universities  
Identifiers—\*Nigeria

Higher education in Nigeria has experienced a phenomenal rate of growth since independence in 1960. The number of students enrolled in Nigerian universities grew from 1,396 in 1960, to approximately 25,000 in 1974, and the Nigerian universities commission has projected that the number will double by 1979-80. The quantum jump in student enrollment and the evolution and growth of Nigeria's six universities are discussed in relation to a historical background and the emergence of the British Model, an overview of Nigerian universities today, finance and administration, and problems and challenges of the universities of the 1970's. The discussion of finance and administration concerns relations with government, financial arrangements, external assistance, student financing, and entrance requirements. (MJM)

ED 097 844 HE 006 000

Journey Into Discovery. The Thirteen-College Curriculum Program.  
Institute for Services to Education, Inc., Washington, D.C.

Pub Date Aug 69  
Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Course Content, Curriculum Development, Discovery Learning, \*Educational Experiments, Educational Innovation, \*Educational Opportunities, \*Higher Education, Minority Groups, \*Negro Colleges, \*Program Descriptions, Summer Workshops, Teaching Methods

Identifiers—\*Thirteen College Curriculum Program

The Thirteen College Curriculum Program is a cooperative venture involving predominantly Negro colleges and the Institution for Services to Education. The program is developing five new courses for the freshman year of college and two new courses for the sophomore year. The program consists of 100 students on each campus in the first-year program and 100 in the second

year, with a separate faculty of 12 teachers, a counselor, and a director. In its second year, the project has touched the lives of approximately 2,600 students. Another part of ISE's program is to provide teachers, through an 8-week summer conference, the opportunity to think about what they are doing and to share their new thoughts. The results is a curriculum the teachers themselves develop and teach. As the program begins to show itself effective, the plan is to make the experience more generally available, to build bridges into the regular college program, working first with the first two years of college, and then, hopefully, with the upper levels. Sections of this report cover student background and achievement, student evaluation of the program, a teacher's impression of teaching, and samples of teaching plans from the teacher workshop, a math and a science class. Appendixes include: funding agencies, college presidents and project directors, ISE board members, and the ISE staff. (Author/PG)

**ED 097 845** HE 006 001  
Summary of State Legislation Affecting Higher Education in the South, 1974.  
Southern Regional Education Board, Atlanta, Ga.  
Pub Date Sep 74  
Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**  
Descriptors—\*Educational Legislation, \*Higher Education, \*Southern States, \*State Action, \*State Government, \*State Legislation  
Identifiers—\*Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina

The major concerns on legislative action affecting higher education in the Southern states is contained in this report. The dispatches were prepared for the Southern Regional Education Board by professional journalists. The contents include state-by-state highlights, listings of the SREB legislative correspondents, and indepth examinations of each state's legislative action. The states included are: Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, and South Carolina. (Author/PG)

**ED 097 846** HE 006 002  
Collins, Janet R. Nickel, K. N.  
A Study of Grading Practices in Institutions of Higher Education.  
Pub Date [74]  
Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**  
Descriptors—\*Achievement Rating, College Faculty, \*Grades (Scholastic), \*Grading, \*Higher Education, Research Projects, \*Scoring, Surveys, Teacher Attitudes

This study provides information on the current practice of grading, recording, and averaging. Five hundred forty-four institutions of higher education returned a survey form, a 73 percent return. Two- and four-year institutions, public and private, in all states were included in the survey. Conclusions suggest: (1) Institutions in higher education are experimenting with a wide variety of practices, and these experiments are causing much distress to some registrars, professors, and deans. (2) There are as many different types of grading systems as there are institutions. Some institutions reported different policies within that institution. (3) Most of the responding institutions use one or more types of nontraditional grades, but few use them exclusively. The prevalent practice reported by most institutions is to use the nontraditional grades in courses outside the major and to allow student option. (4) There is a trend toward being less punitive with grades in institutions of higher education. (5) As competency-based education becomes more widespread in higher education, it appears that additional modifications and changes in grading, recording, and averaging practices will come into being and that the traditional transcript/GPA approach will lose more of its historical meaning. (MJM)

**ED 097 847** HE 006 003  
Emanhiser, JeDon A.  
Implementing a Tenure Quota: The Colgate Case.  
Pub Date [74]  
Note—38p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Administrative Policy, Faculty, \*Higher Education, \*Status, \*Teacher Employment, \*Teacher Welfare, \*Tenure  
Identifiers—Colgate University, \*Steady State

Feeling the effects of its deliberate decision to limit the growth of its student body, Colgate University began to face the problem of a steady state in 1971 that many institutions are now having thrust on them for other reasons. This problem was brought to a head at Colgate in 1972, four years after the Board of Trustees adopted a "general guideline", connected with a policy of improving faculty salaries and increasing promotion standards, that no more than 55 percent of the faculty may be on tenure at any given time. What was fair treatment for those young faculty members who had been hired prior to this policy without knowing that it would reduce their chances of continuing employment, or tenure, past their probationary service? Should the guideline be abolished, raised to 65 percent suspended temporarily, or implemented in a flexible manner? All these questions are explored in this document, their anticipated consequences are debated, and the compromise solution, adopted in January 1973, is presented. (Author/PG)

**ED 097 848** HE 006 004  
Galambos, Eva C.  
Engineering Needs in the South.  
Southern Regional Education Board, Atlanta, Ga.  
Pub Date 74  
Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**  
Descriptors—Curriculum Development, Doctoral Programs, Educational Supply, \*Engineering Education, \*Engineers, Enrollment Projections, \*Higher Education, \*Manpower Needs, Professional Continuing Education, Recruitment, \*Southern States

Current issues in engineering education and supply and demand information on engineering personnel in the Southern region are summed up in this report. Highlights of the report include the following: (1) Although changes in national priorities make it difficult to forecast the demand for engineers, projections are in agreement that the national demand for bachelors of engineering will exceed the available supply. (2) The minimum annual national projection of demand for graduate engineers is 44,000. Yet with declining enrollments the expected annual supply in 1976 will be only 28,000, and will not reach 40,000 during the remainder of the decade. (3) For the Southern region the gap between available graduates and jobs will mirror the national imbalance. (4) At the Ph.D. level, however, it is expected that engineers will have difficulty in finding jobs that require training at that advanced level. (5) The current manpower situation has the following implications for the education of engineers: recruitment of women and minorities, integration of the engineering curriculum with social sciences, reduction or stabilization in the number of Ph.D. programs, and stress on continuing education for engineers by colleges and universities. (Author/PG)

**ED 097 849** HE 006 005  
Reitt, Barbara B., Ed.  
To Serve the Future Hour. An Anthology on New Directions for Nursing. Pathways to Practice, Vol. 2.  
Southern Regional Education Board, Atlanta, Ga.  
Nursing Curriculum Project.  
Pub Date Feb 74  
Note—118p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**  
Descriptors—\*Anthologies, Health Occupations, \*Higher Education, \*Medical Education, Medicine, \*Nurses, \*Nursing, Professional Education

Nurses today are faced with the problem of choosing from a proliferating array of alternatives, both when they decide what type of nursing education to pursue and when they must choose between the many occupational directions they face on graduation from nursing school. Recognizing these recent developments in both education and health, the Southern Regional Education Board Council on Collegiate Education for Nursing recommended the formation of a regional action project. This is the second volume of the project's series. The papers contained in this document include: Components of a Concep-

tual Framework by Mary Harms; Preparing Future Health Professionals for New Health Care Goals by Calvin B. T. Lee; Reforms in Higher Education: Relevance for Nursing by Lewis B. Mayhew; The Nursing Role in the Health Care System by Virginia Paulson; Nursing in the Relative When by Marlene Kramer; The Future Role of Nurses: A Proposal by Sylvia E. Hart; An Option for Future Nurses: Coordination of Care by Walton Connelly; Our Greatest Need by George H. DeChow; The Future of Nursing by Shirley Thompson; and selected excerpts from other papers. (Author/PG)

**ED 097 850** HE 006 006  
Wade, George H.  
Fall Enrollment in Higher Education 1972.  
National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.  
Pub Date 74  
Note—754p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$7.80)

**EDRS Price MF-\$1.20 HC-\$36.60 PLUS POSTAGE**

Descriptors—\*Educational Supply, \*Enrollment Trends, \*Higher Education, School Registration, \*Statistical Data, Student Enrollment, \*Surveys  
Identifiers—\*Higher Education General Information Survey

Higher education enrollment data were collected by the U.S. Office of Education for the 27th consecutive year in fall 1972, the last 7 years as part of the Higher Education General Information Survey (HEGIS). A single questionnaire was used, and this publication constitutes the complete report on the survey. Data contained within this report are present in families of tables, presenting distributions by control and level of institution, state or other area, and individual institution. Appendixes include an alternative aggregation for branches, the survey background, and the survey report form. (Author/PG)

**ED 097 851** HE 006 007  
Inventory of Physical Facilities in Institutions of Higher Education. Fall 1970.  
National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.  
Pub Date 73  
Note—169p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$3.30)

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—\*Dormitories, \*Educational Facilities, \*Facilities, \*Facility Inventory, \*Higher Education, Physical Facilities, \*Space Utilization, Statistical Data, Surveys  
Identifiers—\*Higher Education General Information Survey

Part of the Higher Education General Information Survey is the Current Inventory of College and University Physical Facilities Survey. Highlights of the 1970 survey include: (1) In the fall of 1970, institutions of higher education reported a gross floor area of more than 1.7 billion square feet. About two-thirds of the gross area was classified as assignable. (2) Year-to-year increases in floor area were somewhat smaller in 1970 than in the preceding year. (3) Residential facilities ranked first among all facilities classifications, with about 31 percent of the assignable square feet. Laboratories ranked second, with about 14 percent. Only about 8 percent of all assignable space was reported as classroom facilities. (4) Institutions of higher education reported total capacity of more than 1.9 million in student residence halls and dormitories. The overall occupancy rate was more than 90 percent. (Author/PG)

**ED 097 852** HE 006 009  
Tuition, Room and Board Survey 1974-75.  
American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research.  
Pub Date [74]  
Note—32p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Boarding Schools, \*Fees, \*Higher Education, \*State Colleges, \*State Universities, Statistical Data, Student Costs, \*Tuition

The annual tuition, room and board survey of the American Association of State Colleges and Universities indicated an increase in tuition charges and in room and board costs. Inflation is considered a major cause of these changes. (1) In-state undergraduate tuition is up 5.6 percent from the previous year. The median tuition in 1973-74 was \$445 (average \$490), and the median tuition in 1974-75 was \$470 (average \$509). (2) Out-of-state undergraduate tuition is up 3.2 percent. In 1973-74, the median tuition was \$1,260 (average \$1,270), and in 1974-75 the median tuition was \$1,301 (average \$1,310). (3) Tuition, room and board costs for an in-state undergraduate student are an average of \$1,286 this year. An out-of-state student will pay an average of \$2,047. (4) 60 percent of the respondents indicated an increase in tuition and fees. Except for the three Vermont AASCU member institutions, which decreased their tuition rates due to a state legislative decision, and Lander College (South Carolina) which became a state institution, all others remained the same. (Author)

ED 097 853 HE 006 010

An Inquiry Into Departmental Policies and Practices in Relation to Graduate Education of Foreign Students.

National Association for Foreign Student Affairs, Cleveland, Ohio. Field Service Program. Pub Date Apr 72

Note—58p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington D.C. 20009 (\$0.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Case Studies, Counseling, Departments, Doctoral Degrees, \*Educational Needs, \*Educational Policy, Educational Practices, \*Foreign Students, \*Graduate Study, \*Higher Education, Masters Degrees, Universities

This report is the result of inquiries conducted during the winter of 1971 at 12 universities into departmental policies and procedures in relation to the foreign student. Two departments were surveyed at each university, providing 24 reports or case studies. The results were reviewed by the members of the Task Force on Crucial Issues, and conclusions were synthesized indicating: (1) Effective cooperation exists between the administrators of the academic departments surveyed and the universities' foreign student advisors' offices. (2) Departments do not provide special orientation and counseling services for their foreign students. (3) Most of the departments are not accommodating the special needs and problems of foreign students, except adjusting course loads during the initial semester if a language handicap exists. (4) In one-third of the departments surveyed a few foreign students serve on departmental committees. (5) The departments offer neither special services nor special programs to foreign students as differentiated from those available to all students. (6) Doctoral candidates are not encouraged to write theses in absentia on topics pertinent to their own countries. (7) In most departments, the faculty will make an effort to determine the unique needs of a student's country in planning his program. (MJM)

ED 097 854 HE 006 011

Benson, August G., Ed. Kovach, Joseph W., Ed. Guide for the Education of Foreign Students Human Resources Development.

Agency for International Development (Dept. of State), Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C. Pub Date 74

Note—58p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Admission (School), Admission Criteria, College Students, \*Educational Experience, \*Educational Planning, \*Foreign Students, \*Higher Education, Program Evaluation, Program Guides, \*Selection, Student Enrollment

This guide is designed to outline the ideal experience for both sponsored and nonsponsored foreign students in U. S. academic institutions

and communities. The guide is both schematic and narrative in order to guide the experience of foreign student and the sequence of related events under ideal conditions. Ten stages of events include planning and selection; preadmission; admission; notification; postadmission and prearrival; arrival and preenrollment; enrollment and first term; sojourn; predeparture and reentry; and followup, evaluation, and continuing education. (MJM)

ED 097 855 HE 006 012

Report of the NAFSA [National Association for Foreign Student Affairs] Task Force on Intercultural Communications Workshops.

National Association for Foreign Student Affairs, Washington, D.C. Pub Date 73

Note—8p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communications, Cross Cultural Training, Cultural Education, Cultural Enrichment, \*Higher Education, \*Intercultural Programs, \*Workshops

This report studies the phenomenon of intercultural communication workshops as they are appearing in the United States. Emphasis is placed on background information, trends in the conduct and operations of intercultural workshops, assessment of the intercultural communication workshop phenomenon, characteristics of the workshop experience, fundamental needs within the field, and recommendations. Recommendations suggest that: (1) a group of professionals be called together or review and make specific recommendations as to the focus, philosophy, and conduct of intercultural communication workshops; (2) the specific projects of a professional nature be contracted to assess the influence of the intercultural communications workshop on participating individuals; (3) a list of individuals experienced and deemed qualified to conduct and to advise others as to the effective operation of intercultural communication workshops be established and generally available; (4) geographical regions within the National Association for Foreign Student Affairs identify persons and agencies competent and interested in intercultural small group experiences and that regional task forces be encouraged to focus on any of the recommendations herein. (Author/MJM)

ED 097 856 HE 006 013

Kelley, Edward P., Jr. 232 Institutions, with 342 Campuses, That Have Collective Bargaining Agents. Update, October 1974.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Oct 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Collective Bargaining, \*Collective Negotiation, \*College Faculty, Community Colleges, \*Directories, \*Higher Education, Junior Colleges

This document lists the 232 two- and four-year institutions of higher education, with 342 campuses, where faculty members have named agents to represent them in collective bargaining. Institutions are listed in relation to the American Association of University Professors and the American Federation of Teachers. (MJM)

ED 097 857 HE 006 014

Fendleton, William C. Urban Studies and the University—The Ford Foundation Experience.

Ford Foundation, New York, N.Y. Pub Date 5 Apr 74

Note—10p.; Adapted from an address delivered at the New Orleans Regional Conference of the Office of Urban Affairs, American Council on Education, April 5, 1974

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, New York 10017

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Foundation Programs, \*Higher Education, Inner City, Private Financial Support, Program Descriptions, \*School Community Relationship, Speeches, \*Urban Environment, \*Urban Studies, \*Urban Universities

Identifiers—\*Ford Foundation

Since the 1950's the Ford Foundation has spent some \$36 million trying to promote a closer link-up between American universities and the problems of American cities. This document reviews the foundation's experience and some of the lessons from it and speculates about the future. Since the foundation has not yet fully evaluated the results of this major granting effort, the report is based on personal experience. Sections covered in the report include goals of the foundation, the urban extension (funding of urban experiments in physical planning or city government), economic factors, research, and service. (Author/PG)

ED 097 858 HE 006 048

Orlans, Harold And Others Private Accreditation and Public Eligibility. Volumes 1 and 2.

Spons Agency—Brookings Institution, Washington, D.C.; National Academy of Public Administration, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation. Pub Date Oct 74

Note—599p.

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—\*Accreditation (Institutions), Federal Aid, \*Federal Programs, \*Higher Education, \*Post Secondary Education, \*Student Loan Programs, Veterans Education

Identifiers—\*Council on Post Secondary Accreditation

The initiative for this two volume study was taken by officials in the Department of Health, Education, and Welfare in response to mounting concerns and divided opinions about the use of accreditation to establish the eligibility of postsecondary institutions for federal programs. Conclusions and recommendations include: (1) Accreditation should continue to serve as one means by which postsecondary schools become eligible for federal programs. (2) The functions of reviewing accrediting agencies and recommending some for inclusion on the Commissioner of Education's list of recognized agencies should be largely transferred to the Council on Postsecondary Accreditation. (3) The Office of Education should institute a program to improve the training of state education staff and to gain their fuller cooperation in enforcing federal eligibility regulations. (4) Student loans should be insured against school closure. (5) No really satisfactory solution exists to the problem of determining the quality and eligibility of over 13,000 postsecondary schools. Chapters cover the meaning and origins of accrediting, accrediting agencies, regional accreditation, approval systems for veterans, student loan programs, consumer protection. Appendixes include selected cases of accreditation, accreditation of veterinary schools, diploma mills, and a list of accrediting agencies. (Author/PG)

## IR

ED 097 859 95 IR 000 298

Harrison, Shelley A., Ed. Stolorow, Lawrence M. Educational Technologies: Productivity in Higher Education. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Bureau No—BR-31-6078A-FR

Pub Date Jan 74

Contract—OEC-0-73-6812

Note—272p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$12.95)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Conference Reports, Conventional Instruction, Cost Effectiveness, Economic Factors, Educational Environment, Educational Innovation, \*Educational Technology, \*Higher Education, Individualized Instruction, Instruc-



tional Innovation, Instructional Media, \*Instructional Systems, \*Instructional Technology, Open Education, \*Productivity, Symposia, Systems Approach

Full texts are provided of the individual papers presented at a symposium held to investigate technology-based systems for improving productivity in higher education. These systems, which marry an engineering systems approach with behavioral objectivism, are studied in the context of three specific learning environments: 1) grouped and bounded environments, 2) individualized bounded environments, and 3) personalized open environments. Each paper discusses a technology-based system supportive of one of these three learning environments and deals with the topics of mode and media, management, and measurement as addressed by their systems. Comments of discussants and reactants are also included; these analyze the effectiveness of the systems in supporting learning objectives, their ability to measure outcomes and manage resources, their capacity for gaining acceptance and validation, and their relationship to other demonstrated systems operating in common learning environments. (Author/PB)

**ED 097 860** IR 001 107  
Richards, William Lindsay, Georg  
Social Network Analysis: An Overview of Recent Developments.

Pub Date Nov 74  
Note—24p.; Paper presented at the Communication and Control in Social Process Conference of the American Cybernetics Society (Philadelphia, Pennsylvania, October 31-November 2, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavioral Science Research, \*Communication (Thought Transfer), Communication Problems, Computer Programs, Conceptual Schemes, Literature Reviews, \*Models, \*Research Methodology, \*Social Structure, \*Social Systems, State of the Art Reviews, Systems Analysis

A method for modeling the structure of large social systems has been developed which is based on the interpersonal communication networks present in the functioning system. Recent developments in techniques and computer software have made possible the analysis of networks of several thousand persons. The new technique provides a method for describing social systems which is based on emergent systems properties, rather than arbitrary, prior expectations. A general overview of the recent advances which have brought about these new techniques of analysis is presented. (Author/WH)

**ED 097 861** IR 001 203  
Prange, W. Werner Bellinghausen, Carol R.  
Index to College Television Courseware: A Comprehensive Directory of Credit Courses and Concept Modules Distributed on Video Tape and Film.

Wisconsin Univ., Green Bay. Computerized Courseware Clearinghouse.

Pub Date Oct 74  
Note—178p.

Available from—Computerized Courseware Clearinghouse, The University of Wisconsin-Green Bay, Green Bay, Wisconsin 54302 (Free to Clearing House members; nonmembers, \$25.00)

Document Not Available from EDRS.

Descriptors—Business Education, \*College Curriculum, College Mathematics, College Science, Computer Oriented Programs, \*Directories, Educational Television, \*Films, Humanities, \*Telecourses, \*Video Tape Recordings

A directory of college television courseware lists offerings in curriculum areas such as: social sciences, biology, black studies, business, mathematics, sciences, computer science, consumer protection, creative arts, drug education, ecology, engineering, humanities, physics, nursing, nutrition, religion, and vocational education, etc. Each course listing details the subject content, prerequisites, credit granted, instructor, and supplementary or required materials. Technical information about each course includes number and length of programs, videotape data, production date, and conditions for availability. The directory also provides a subject index, title index, directory of members and producers, and an index by organization. (WCM)

**ED 097 862** IR 001 204  
Zinn, Karl, Ed.  
News on Educational Use of Computers Among Michigan Colleges and Universities.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date Jul 74  
Note—74p.; Special Summer Issue on ICM 74  
Journal Cit—On-Line; v3n4 Jul 1974

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, \*Computer Programs, \*Computers, Conference Reports, \*Mathematics, \*Sciences

Identifiers—MERIT Computer Network, \*Michigan

A special issue of the journal "On Line" is devoted to reporting the 1974 Instructional Computing in Michigan conference. The conference was divided into numerous sessions, and there are individual reports summarizing the activities and papers of each session. The sessions reported are on the instructional computing aspects of mathematics, physical and environmental sciences, behavioral and social sciences, arts and music, community colleges, college teaching and learning activities, terminals and communication facilities, and the MERIT Computer Network. In addition, a few of the papers presented at the mathematics and sciences sessions are reprinted in this issue. (WH)

**ED 097 863** IR 001 221  
Nagy, Attila

Investigation of Effectiveness in a Library (Preliminary Report of a Longitudinal Investigation).

National Szechenyi Library, Budapest (Hungary).

Pub Date Oct 74  
Note—24p.; Paper presented at the International Conference of Socialist Countries' Reading Researchers (Budapest, Hungary, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Achievement Need, Comparative Analysis, Cultural Activities, \*Interest Tests, \*Leisure Time, \*Library Research, Longitudinal Studies, \*Personal Values, \*Reading Interests, Research Design, Use Studies

Identifiers—\*Hungary

The basic question under study was whether, or to what extent, the regular use of a library induces a modification in the user's structure of tastes and activities. In the spring of 1972, detailed interviews were conducted with 400 library users and 200 matched nonusers in two middle sized Hungarian towns. Interviewees were asked to evaluate, on a scale of 1 to 5, the attractiveness of 16 leisure or cultural activities and 11 kinds of television programs, first to themselves and second to the general population. The same people were revisited in 1974, and, by the reuse of the original research instruments, judgements were made as to the presupposed changes in favor of the library users, in the rise of their cultural demands to a higher level. The results, showing the varieties of values between users and nonusers, plus individual changes over two years, indicate a greater achievement motivation among users. Since such motivation is developed in early childhood, it is recommended that attention be focused on providing children with improved library services and with stimulating role models. (SL)

**ED 097 864** IR 001 222  
Lubans, John, Jr.

Program to Improve and Increase Student and Faculty Involvement in Library Use. First Annual Progress Report. September 1, 1973-August 31, 1974.

Colorado Univ., Boulder. Libraries.  
Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 74  
Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Changing Attitudes, \*College Libraries, \*College Students, Formative Evaluation, History Instruction, \*Library Instruction, Library Skills, \*Outreach Programs, Program Descriptions, \*Student Attitudes, Teacher Participation, Units of Study (Subject Fields), Use Studies

Identifiers—Boulder, \*University of Colorado

To promote more effective use of the library by the undergraduates at the University of Colorado, Boulder, a program was implemented within the departments of history and economics to improve liaison between faculty and library personnel. Two subject librarians were appointed who would work half-time in their respective undergraduate departments and half-time in the reference department of Norlin Library, the undergraduate humanities and social science library. The duties of the special librarians would include group and individual instruction of students in library skills and subject area bibliography, the preparation of instructional aids in the literature of history or economics and in library use, and the establishment of closer liaison with the department faculty. Within the economics department, during the 1973-74 school year, there was a high level of activity, including many hours of student contact and faculty cooperation in implementing a library instruction plan in the various courses offered by the department. Student attitudes were tested by a questionnaire administered before and after the program. A proposal has been submitted for an ongoing formative evaluation of this project. (SL)

**ED 097 865** IR 001 223  
Meincke, P. P. M.

Process for Developing Beneficial Resource Sharing Agreements Among Autonomous Institutions.

Toronto Univ. (Ontario).

Pub Date Oct 74

Note—16p.; Paper presented at the EDUCOM Fall Conference (Toronto, Ontario, October 1974)

Available from—EDUCOM Fall Conference Proceedings, EDUCOM, Rosedale Road, P. O. Box 364, Princeton, New Jersey 08540 (Estimated price \$6.00 to members, \$12.00, nonmembers)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Administrative Organization, \*Computer Oriented Programs, Computers, \*Cooperative Planning, \*Interinstitutional Cooperation, Resources, \*Shared Services, Speeches, \*Universities

Identifiers—Canada, METANET, Ontario

A task force was formed to facilitate resource sharing of computer services among Ontario universities. The long range objective was to make available to the universities computer services of the highest quality, effectiveness, and efficiency. Control and financing of the system had to be arranged first. Different system structures were considered before the process approach was selected in order to cope with the rapidly changing world of computer services. The facilitating structure recommended provided for: (1) computer services policy definition and identification of needs at both the institutional and system level; (2) a means of problem perception by analysis of appropriate information; (3) an incentive for institutions to get together to resolve perceived problems; (4) a mechanism for participatory development of detailed proposals and establishment of resource sharing agreements; (5) a means of review and assessment to ensure progress and effectiveness; (6) an environment which encourages initiative; (7) a lower threshold for participation; and (8) a mechanism for ensuring fair and equitable interinstitutional trade. (Author/WCM)

**ED 097 866** IR 001 225  
Alvarez, Robert S.

Good Public Relations: A By-Product of Responsible Services.

Pub Date Oct 74

Note—23p.; Paper presented at the Annual Meeting of the Pennsylvania Library Association (Lancaster, Pennsylvania, September 29-October 2, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Administrator Role, Costs, \*Facility Improvement, Librarians, \*Library Services, Library Technicians, Personnel Selection, \*Public Libraries, \*Public Relations, Speeches, \*Staff Role

Good public relations will result if the library concentrates on providing friendly and efficient service to its patrons. The director of the library has a key role to play, for he sets the tone and pattern for all the staff and personifies the library

in the eyes of the community. The director should have imagination, enthusiasm, and leadership, for his or her prime responsibility is to select, build, and inspire the library staff which will have personal contact with the public. It is the personal contact between staff member and patron that will determine the library's popularity, or lack of it, because the community in general will tend to think of the library as its users do. Physical adjustments can be also made to make the library appear as a lively and dynamic institution. More convenient arrangements and bright innovative displays need not be expensive to be effective. (SL)

ED 097 867 IR 001 226

Cote, L. G.

Data Bases and Libraries.

National Research Council of Canada, Ottawa (Ontario).

Pub Date 16 Oct 74

Note—17p.; Paper presented at the EDUCOM Fall Conference (Toronto, Ontario, October 1974)

Available from—Proceedings of the EDUCOM Fall Conference, EDUCOM, P. O. Box 364, Rosedale Road, Princeton, New Jersey 08540 (Estimated price \$6.00 for members; \$12.00, nonmembers)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Data Bases, \*Information Networks, Library Services, \*National Programs, Referral, Sciences, Technology

Identifiers—\*Canada, Scientific and Technical Information Services, STI

A system in which the function of the library is to acquire, store, and organize materials is proposed which separates the reference function into a group of subject specialists backed up by computerized information retrieval systems. This division of labor is caused by the scientific community's need for access to graphic and other specific (not necessarily book) materials. The Canadian National Research Council has been instructed to develop a Scientific and Technical Information services system (STI). The present plan for a national network is to link existing sources of STI services (libraries, document centers, data banks, etc.) into a referral service network which can direct users to the appropriate source or service. (LS)

ED 097 868 IR 001 227

Kim, Choong H., Ed. And Others

Library Management: Quantifying Goals. Papers Presented at the Fourth Annual Library Science Institute (Indiana State University, Terre Haute, Indiana, April 27-29, 1972). Changing Concept Series No. 2.

Indiana State Univ., Terre Haute. Dept. of Library Science.

Pub Date Sep 73

Note—85p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College Libraries, Conference Reports, Data Collection, \*Library Planning, \*Library Services, Management Information Systems, \*Measurement Goals, \*Measurement Techniques, Objectives, \*Performance Specifications, School Libraries, University Libraries

Identifiers—\*Library Administration  
Recognizing that the rational determination of priority goals for library services is only possible on the basis of objectively defined quantities, these papers discuss the problems of such quantification. The lead paper reviews current thought on the subject, noting the lack of practical techniques for the disciplined measurement of library processes. Quantification efforts by the national government agency and problems involved in such efforts are the subject of the next paper. Various methods that have been used to determine the future library requirements in support of undergraduate study are described, followed by a review of practical techniques for gathering management data, including methods which have already been tested in academic libraries in England. A proposal is made for a library science paradigm for the handling of subject matters in support of graduate study programs. Quantification problems with regard to school media programs are discussed with the contention that the definition of quality is more important than quantitative standards. The final paper, representing the user's standpoint, explores the difficult

problems of defining the library service outcome. (Author/SL)

ED 097 869 IR 001 228

Harper, Jane

Educational Television: Its Use in Language Instruction.

Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.

Pub Date Oct 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Audiolingual Methods, Audiovisual Aids, \*Educational Television, Language Aids, \*Language Instruction, Language Laboratories, Second Language Learning, Speech Therapy, \*Video Tape Recordings

Instructional television via videotape can be a good source of assistance in alleviating comprehension problems that occur when foreign languages are taught by the audiolingual method. Television can be used in language instruction in two ways: demonstrations to the student or demonstrations by the student. Demonstrations to the student can provide good illustrations of the context, gestures, facial and mouth movements that naturally accompany language production and reception. Visual scenes can often provide meaning to the content of the conversation. In addition, videotapes allow a measure of individualized instruction and can preserve lectures for students who missed them or want to review them. The principal advantage of demonstration by the student is the provision of feedback and evaluation of his own and his classmates' speech. Instructional television via videotape should certainly be used more than it has been in the past. (WH)

ED 097 870 IR 001 229

Lubers, John, Jr.

Educating the Library User.

Pub Date Nov 74

Note—435p.

Available from—R. R. Bowker Order Department, P. O. Box 1807, Ann Arbor, Michigan 48106 (\$17.95)

Document Not Available from EDRS.

Descriptors—Adult Programs, College Libraries, Evaluation, Information Seeking, \*Library Education, \*Library Instruction, \*Library Programs, Library Services, Orientation, Public Libraries, School Libraries, Teaching Methods, University Libraries

A collection of original essays, case studies, and research reports is presented on the problems, hopes, and techniques of instructing library users and nonusers, from the kindergarten to the postschool adult, in the effective use of libraries and their resources. First there is a comprehensive overview of the research to date on library user education. Articles in Part 1 probe the special problems in dealing with children and young adults, undergraduates, and the postschool adult. In Part 2, authors explore the significant and often neglected role of the teacher in educating students to use the library. Various approaches to library-use instruction are presented in Part 3, "Implementation and Evaluation of Library-Use Instruction Programs." Finally, the library school's responsibility in preparing librarians who can successfully introduce the library to potential users is considered. (Author/LS)

ED 097 871 IR 001 230

Klimoski, Richard J., And Others

An Annotated Bibliography on Social Reinforcement: Evaluative Abstracts of Research and Theory. Interim Report, June 1972-October 1973.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-9(2)

Pub Date Aug 74

Note—270p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Incentive Systems, \*Learning Theories, \*Motivation, Reinforcement, Reinforcers, \*Social Psychology, \*Social Reinforcement, Sociology, Training

Identifiers—\*Air Force  
An annotated bibliography of studies dealing with social reinforcement in diverse psychological and educational contexts is given. The research

reviewed covers the period from 1964 to 1972, and individual studies are classified according to classes of variables which have been found to moderate the effectiveness of social reinforcement. All told, 234 studies, representing a wealth of theoretical and empirical evidence, are summarized. (Author)

ED 097 872 95 IR 001 232

Increasing the Use of Promising Practices Information by Local Educational Agencies.

Contemporary Research, Inc., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Contract—NIE-C-74-0132

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Conference Reports, \*Educational Improvement, \*Educational Practice, Evaluation, Information Centers, \*Information Dissemination, \*Information Needs, Information Networks, Information Utilization, Models, Program Evaluation, School Districts, State Departments of Education, State of the Art Reviews

Identifiers—Contemporary Research Inc., \*National Institute of Education, NIE, Promising Practices

A conference on Increasing the Use of Promising Practices Information by Local Educational Agencies was held at the National Institute of Education (NIE) July 14-16, 1974. The recommendations developed at the conference focus on identified needs for: a clear definition of the term promising practices; a leadership role by NIE; a plan of action to coordinate resources; development of a common, user-oriented format for local educational agencies; selection processes and criteria for promising educational practices; a cooperative network for development, validation, and dissemination of promising practices information; a state-of-the-art study; and exploration of the goals and criteria for evaluating dissemination activities. Also included are the suggested roles that NIE, local and state agencies, and information centers will need to assume, observations by Contemporary Research, Inc. regarding additional steps that might be considered, and the usefulness of the conference as a joint-planning process. (Author/PF)

ED 097 873 IR 001 233

Rigney, Joseph W., Lutz, Kathy A.

CAI and Imagery: Interactive Computer Graphics for Teaching About Invisible Processes. Technical Report No. 74.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—USC-BTL-TR-74

Pub Date Oct 74

Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Analog Computers, \*Computer Assisted Instruction, \*Computer Graphics, \*Data Analysis, Digital Computers, \*Information Storage, Learning, Literature Reviews, Memory

Identifiers—\*PLATO IV

In preparation for a study of using interactive computer graphics for training, some current theorizing about internal and external, digital and analog representational systems are reviewed. The possibility is considered that there are two, overlapping, internal, analog representational systems, one for organismic states and the other for external world dimensionalities and objects. The concept of a working memory, or "mind's eye", and its importance in learning is described along with some conceptions of how this might serve in the generation of mental imagery from digital propositional information stored in long-term memory. Some research bearing on the use of external imagery for facilitating learning and improving retention is also reviewed. Illustrations of how the plasma panel display and the touch panel are used for interactive, animated computer graphics to illustrate invisible processes are presented. (Author)

**ED 097 874** IR 001 235

Lewis, William E. And Others  
Precision Measuring Equipment (PME) Individualized Instruction. Final Report.  
Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-46

Pub Date Aug 74

Note—64p.; Period covering 1 July 1971 through 31 October 1973

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Audiovisual Instruction, \*Auto-instructional Methods, Cognitive Processes, Cost Effectiveness, Individualized Curriculum, \*Individualized Instruction, Individualized Programs, Instructional Improvement, Instructional Innovation, \*Military Training, Programmed Instruction, Student Attitudes, \*Technical Education

Identifiers—Advanced Instructional System, \*Air Force, Precision Measuring Equipment Specialist, Waveform Analysis

Self-paced programed and audiovisual (AV) instructional materials covering portions of the Air Force course, Precision Measuring Equipment (PME) Specialist, were developed, administered, and evaluated as means of assessing the feasibility of individualizing the PME course as part of the Air Force's Advanced Instructional System (AIS). The materials for a 90-hour block of instruction, entitled Waveform Analysis, included printed and AV material and covered complex cognitive and performance skills. The mean written test score for the block was 80 percent (passing was 70 percent), but this was achieved with an average 31 percent reduction in training time. Trainees indicated a positive attitude toward the course. Similar results were obtained in trials with smaller blocks of time. The reduction in training time coupled with trainee achievement supports the feasibility of individualizing the PME course. The projected cost savings in excess of \$40,000 a year argue strongly for the cost effectiveness of individualizing the entire PME course and other similar technical training courses. (Author/WH)

**ED 097 875** IR 001 236

Raben, Charles S. And Others  
Social Reinforcement: A Review of the Literature.  
Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-9(1)

Pub Date Aug 74

Note—63p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Incentive Systems, \*Learning Theories, \*Literature Reviews, \*Motivation, Reinforcement, Reinforcers, \*Social Psychology, \*Social Reinforcement, Sociology, Training

Major studies and theoretical positions within the incentive motivation field are reviewed in order to present an integrated picture of past and present research. Special emphasis is placed on delineating social reinforcement variables in an attempt to explicate their relative importance within the context of social reinforcement theory; however, little emphasis is placed on strategies which have investigated different combinations of these variables. The review concludes with a summary of social reinforcement concepts and research. (Author)

**ED 097 876** IR 001 237

Basile, Victor A. Kapadia, Sushila  
Microforms in a Medical Library Environment.  
New Jersey Coll. of Medicine and Dentistry, Newark.

Pub Date May 73

Note—16p.; Paper presented at the Annual Meeting of the Medical Library Association (72nd, Kansas City, Missouri, May 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Catalogs, Information Sources, Library Equipment, Library Facilities, Library Technical Processes, \*Medical Libraries, Microform Reader Printers, Microform Readers, \*Microforms, Serials, Technical Reports

A microform program is proposed based on the availability of the microforms and the literature requirements of a growing health science community. The program concentrates on miniaturized serials, government-sponsored research reports, and micrographic catalogues. It considers their

acquisitions, format, and organization; itemizes the hardware necessary for their viewing; and makes recommendations for their storage. Effective utilization of microforms is emphasized by illustrating reading environments to take place in a new medical library facility. Important sources of information on acquisitions and equipment evaluation are included, as well as a list of references. (Author/LS)

**ED 097 877** IR 001 238

Renninger, Clark R., Ed.  
Approaches to Privacy and Security in Computer Systems. Publication No. 404.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-404

Pub Date Sep 74

Note—85p.; Proceedings of a Conference Held at the National Bureau of Standards, March 4-5, 1974

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Computer Programs, \*Computers, Conference Reports, \*Confidentiality, \*Confidential Records, \*Data Bases, Information Needs, Information Networks, Professional Associations, Public Policy

A conference was held at the National Bureau of Standards on March 4-5, 1974 to continue the dialogue in search of ways to protect confidential information in computer systems. Proposals were presented for meeting governmental needs in safeguarding individual privacy and data confidentiality that were identified at a conference held in November 1973. Among the proposals were the enactment of privacy legislation, improved computer system architecture and access controls, information and security management guidelines, and the development of a systematic, balanced approach to system security. The proposals were presented by legislators, citizens, computer industry associations and companies, professional societies, and public interest groups. (Author/WH)

**ED 097 878** IR 001 240

Educational Uses of Cable Television.  
Cable Television Information Center, Washington, D.C.

Pub Date 74

Note—110p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Cable Television, \*Educational Television, Program Costs, Programming (Broadcast), Program Planning, Public Schools, State of the Art Reviews

Identifiers—\*Federal Communications Commission, Franchising

The different educational uses of cable television as well as the methods and problems of that use are described in a state of the art review. The Federal Communications Commission regulations and related franchise activity are described, and the methods of using the educational channel as open or closed circuit TV or pay TV are indicated for different types of students, the community, the school, and general information needs. Technical and economic considerations are discussed as well as obstacles to the use of cable. Funding problems are also treated. The appendixes contain discussions of television markets, innovative educational uses of cable television, equipment, schools, and programs. (WH)

**ED 097 879** IR 001 241

Campbell, David Kush, Gary  
Planning and Operating an Individualized Learning Center.

Cook Christian Training School, Tempe, Ariz.

Pub Date 74

Note—114p.

Available from—Cook Christian Training School, 708 South Lindon Lane, Tempe, Arizona 85281 (\$5.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—American Indian Culture, \*American Indians, Individualized Curriculum, \*Individualized Instruction, \*Individualized Programs, \*Instructional Materials, \*Instructional Materials Centers, Language Arts, Manuals,

Mathematics, Media Selection, Post Secondary Education, Problem Solving, Reading, Teaching Methods

Identifiers—Arizona, \*Cook School, Individualized Learning Centers

Information useful for the initiation and operation of an individualized learning center (ILC) is provided in this manual which also includes an evaluation of the ILC for the American Indian students of the Cook School in Arizona. The recommendations in the manual are based on the experience gained in operating the ILC at the Cook School. The manual details in great depth aspects of an ILC: the processes of planning, staffing, and organizing an ILC are described along with the important areas of institutional support, finance, and selecting objectives. The administration of an ILC and the processes of monitoring and grading student progress are also described. The evaluation concluded that students using the ILC at the Cook School made statistically significant gains in reading vocabulary and comprehension, mathematics computation and problem solving, and language arts, but not in spelling. An attitude inventory indicated a positive feeling toward the ILC. The extensive appendixes contain many of the forms and descriptions of the material used in the ILC. (WH)

**ED 097 880** IR 001 242

Larsen, Judith K. And Others  
Diffusion of Innovations Among Community Mental Health Centers. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—AIR-29800; AIR-38100-8-74-FR

Pub Date Aug 74

Note—121p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Community Health, \*Diffusion, Experiments, Information Dissemination, \*Innovation, \*Mental Health Clinics, Mental Health Programs

An information diffusion system was designed and tested that would facilitate the diffusion of innovations on a national scale among community mental health centers. The experimental design used both written and interpersonal techniques. Combinations of the techniques were applied to three treatment groups and a control group. In addition, a number of data collection instruments were designed to assess the effectiveness of diffusion techniques. The results indicate that staff reactions to all three diffusion techniques were extremely positive. When the staff was asked to indicate their preference regarding diffusion techniques, 78.7 percent preferred interpersonal techniques, 19.2 percent preferred written techniques, and 2.1 percent cited other techniques. Moreover, requests from centers and other human service agencies for written materials far exceeded original estimates. Furthermore, feedback indicated staff would like the network to be continued and expanded. (Author/WCM)

**ED 097 881** IR 001 243

A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs. Final Report.

Technical Education Research Center, Montgomery, Ala.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jun 74

Note—103p.; For related document see IR 001 244 and ED 072 316; Document may reproduce poorly in hardcopy due to color of original

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Field Studies, \*Individualized Instruction, \*Manpower Development, Occupational Choice, \*Occupational Guidance, Occupational Information, Program Evaluation, Remedial Instruction, Teacher Education, Vocational Counseling, \*Vocational Directors, \*Vocational Education, Vocational Education Teachers, Vocational Followup, Vocational Retraining, Vocational Training Centers

Identifiers—IMTS, \*Individualized Manpower Training System



A project to develop a model program to instruct training personnel for an individualized manpower training system (IMTS) is reported. In two phases, January 1971 to June 1972 and July 1972 to December 1973, the project trained personnel and field tested IMTS at 10 scattered sites in California and the South. The IMTS component programs include remedial academic training, complementary skills, occupational exploration, and employability and prevocational training. Also included within the second phase was an analytical assessment of IMTS impact on trainees and institutions at the 10 pilot-demonstration sites. Though the results are conditioned by weaknesses in recording and reporting data, they do reflect the effectiveness of the training afforded through the IMTS. The staff training materials have been revised as a result of the field tests at the various pilot-demonstration sites. (Author/WH)

ED 097 882 IR 001 244

**Materials Catalog: An Annotated Listing of Staff Training Materials for the Individualized Manpower Training System.**

Technical Education Research Center, Montgomery, Ala.  
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Aug 74  
Note—35p.; For related documents see IR 001 243 and ED 072 316

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Catalogs, \*Individualized Instruction, Individualized Programs, \*Instructional Materials, \*Manpower Development, \*Vocational Education

Identifiers—\*Individualized Manpower Training System

An annotated listing of staff training materials for the Individualized Manpower Training System is given in this catalog. Included for each listing are descriptions, sources, uses, and prices for the material. (WH)

ED 097 883 IR 001 245

**Cooper, William S. And Others**  
**The Duplication of Monograph Holdings in the University of California Library System. Report No. ILR-74-004.**

California Univ., Berkeley. Inst. of Library Research.  
Report No.—UC-ILR-74-004  
Pub Date Oct 74

Note—38p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Books, \*Estimated Costs, \*Interlibrary Loans, Library Circulation, \*Library Collections, \*Library Cooperation, Library Research, Use Studies

Identifiers—University of California

Cooperative book acquisition plans and improved systems of interlibrary lending are intended to eliminate duplication of library holdings. In order to calculate possible savings, an investigation of how much duplication exists in the libraries on the various campuses of the University of California was made. Estimates were developed for the extent of the overlap of the monograph holdings of the UCLA collection with those of the other southern University of California campuses, and of the monograph holdings of the Berkeley collection with those of the other northern campuses. The historic usage rates of the overlapped portions of the collections also were estimated. The methodology by which these estimates were obtained is quite general and with appropriate modifications should be applicable in investigations of a similar nature in other library systems. (Author/PF)

ED 097 884 IR 001 246

**Bourne, Charles P.**  
**Annual Report July 1973 to June 1974. Institute of Library Research, University of California - Berkeley.**

California Univ., Berkeley. Inst. of Library Research.  
Report No.—UC-ILR-74-002  
Pub Date 74  
Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Abstracts, Ancillary Services, \*Annual Reports, Computer Science, Information Services, \*Information Systems, \*Library Automation, \*Library Research, Library Services, Library Technical Processes, \*Research Projects, Serials, Subject Index Terms, Union Catalogs, University Libraries

Identifiers—\*Institute of Library Research, University of California

The Institute of Library Research (ILR) is a statewide organized research unit of the University of California (UC) whose activities during the period July 1973 through July 1974 have been directed toward the objectives of education, research, and public services. The research projects and services undertaken by the ILR staff are affiliated with and supportive of the academic programs of the university. Current university supported and extramural projects fall into the general areas of library automation, system-wide overlap and utilization of UC library collections, UC library networks, and library services to the disadvantaged. ILR's relationship to the academic program involves support both to instruction and to individual students. This support is expected to be continued. In addition, laboratory and instructional support to on-line computer-based bibliographic services are planned. The ILR staff has maintained a close awareness of the research work done in the UC and other libraries, and in other related research facilities. Discussions have been held with the objective of identifying topics for mutual project activities. (Author/PF)

ED 097 885 IR 001 247

**The Afro-American in Books for Children Including Books About Africa and the West Indies. Revised Edition.**

District of Columbia Public Library, Washington, D.C.

Pub Date 74  
Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*African Literature, \*Annotated Bibliographies, \*Bibliographies, \*Childrens Books, Childrens Literature, Negroes, \*Negro Literature

Identifiers—\*West Indies

A bibliography of some 500 books about Afro-Americans, Africa, and the West Indies is presented, with a brief annotation on each item. The list includes picture books and easy reading, fiction, history and geography, biography, folklore, poetry, art, and music. An index to titles is appended. (LS)

ED 097 886 IR 001 248

**Permanence/Durability of the Book-VII. Physical and Chemical Properties of Book Papers, 1507 - 1949.**

Barrow (W.J.) Research Lab., Richmond, Va.

Pub Date 74  
Note—47p.; For related documents, see ED 019 972 and ED 031 265; Appendixes D and E are not included due to quality of original copy

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Books, Chemical Analysis, Library Materials, \*Paper (Material), \*Preservation, \*Repair

Identifiers—Council on Library Resources

In 1975 the W. J. Barrow Research Laboratory, Inc., under the sponsorship of the Council on Library Resources, began a series of studies on the chemical and physical properties of book papers between 1507 and 1949. Their testing and review of the literature were concerned with book paper durability and permanence, reasons for decline in durability, methods for predicting paper durability, specifications for durable paper, processing changes needed to produce such paper, and work necessary to preserve weak papers. A history of paper production along with chemical tests showed the reasons for decreased durability; and the feasibility of producing durable paper was demonstrated. Restoring deteriorating books has also proved possible, but at a high cost. A bibliography, testing details, and the table have been included. (LS)

ED 097 887 IR 001 249

**Carolyn, Kevin**  
**The Survey: An Interdisciplinary Computer Application.**

Marist Coll., Poughkeepsie, N.Y.  
Pub Date 2 May 74

Note—11p.; Paper presented at the Shared Educational Computer Systems (SECS) Conference (New Paltz, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Computer Science Education, \*Data Analysis, Data Processing, Matrices, \*Programming, \*Programming Languages, Researchers, Social Sciences, \*Surveys

Identifiers—\*APL, A Programming Language

APL (A Programming Language), a computer language used thus far largely for mathematical and scientific applications, can be used to tabulate a survey. Since this computer application can be appreciated by social scientists as well as mathematicians, it serves as an invaluable pedagogical tool for presenting APL to nonscientific users. An illustrative survey and the tabulated results are presented. (Author/PF)

ED 097 888 IR 001 251

**Cable Television Information.**  
New York State Education Dept., Albany. Bureau of Mass Communications.

Pub Date Nov 74  
Note—258p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Action Programs (Community), \*Cable Television, Community Antennas, Community Planning, Conferences, Coordination, Educational Assessment, Educational Planning, Planning Commissions, State Aid, State Departments of Education, State Government, State Legislation, \*State Programs, \*Statewide Planning, Telecommunication, Trustees, Universities

Identifiers—Access, Federal Communications Commission, New York, University of the State of New York

Cable television for the State of New York is discussed in detail with relation to: (1) the regents of the University of the State of New York, (2) legislation, (3) planning and proposals for franchises, (4) the Federal Communications Commission, (5) access rules, (6) a list of companies and those serving schools, and (7) federal/state/local advisory committee report. (WCM)

ED 097 889 IR 001 252

**Bruce, Elizabeth W.**  
**Decentralization of the National Biomedical Communications Network: Development of Regional and State Plans. North Dakota Library Notes, Vol. 5, No. 6.**

North Dakota State Library Commission, Bismarck.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Nov 74  
Note—33p.

Journal Cit—North Dakota Library Notes; v5 n6 Nov 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Consortia, \*Decentralized Library Systems, Diffusion, Information Networks, \*Information Systems, Interlibrary Loans, \*Library Cooperation, \*Library Networks, \*Medical Libraries, \*Regional Libraries

Identifiers—John Crerar Library, Medline, National Library of Medicine, NLM

The current trend in biomedical information systems is to decentralization. Starting with the Medical Library Assistance Act of 1965, various plans of organization have been tried for improving the national diffusion of medical information. In 1968 the John Crerar Library became the Midwest Regional Medical Library, serving as an intermediary between local medical libraries and the National Library of Medicine (NLM). North Dakota was a member of this centralized information system. In 1973, the Midwest followed other regions in switching to a decentralized network, with 10 libraries designated as resource libraries for their regions and consortia of neighboring libraries being encouraged to form. The NLM requested that each region and state develop a resource sharing plan. The state plan for North Dakota will include division of the state into four service quadrants and central coordination by a new Director of Health Science Libraries. (PF)

## ED 097 890 IR 001 253

Garren, Donald R. Gathmann, Dennis A.  
Audio-Tutorial Instruction and Student-Selected Curriculum.

Lake Land Coll., Mattoon, Ill.

Pub Date Nov 74

Note—17p.; Paper presented at the National Conference on Behavior Research and Technology in Higher Education (2nd, Georgia State University, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, \*Autoinstructional Methods, Biological Sciences, \*Biology Instruction, Individualized Curriculum, \*Individualized Instruction, \*Lead Lecture Plan, Student Attitudes, \*Supplementary Education

Identifiers—Audio Tutorial Instruction, \*Lake Land College, Purdue University

A comparison between achievement test scores in a life science course for students in audiotutorial sections and those in conventional lecture-laboratory sections was made during the fall of 1973. The comparison indicated that student achievement, as measured by percentage scores on unit tests plus a final examination, was almost identical between the two types of instruction. However, the audiotutorial students were able to complete additional supplementary minicourses of their choice within the same time span; hence, in reality they were able to achieve more by the individualized instruction. Furthermore in responding to an attitude questionnaire, students indicated a preference for this type of learning experience. Taking confidence from these results and combining that information with the experience gained through field testing minicourses from Purdue University, the Lake Land College Life Science staff has implemented an expanding program of supplemental packaged units (minicourses). (Author)

## ED 097 891 IR 001 254

Palmer, Richard  
Some Practical Considerations in Continuing Education.

Simmons Coll., Boston, Mass.

Pub Date 74

Note—8p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Institutes (Training Programs), Library Associations, \*Library Education, \*Professional Continuing Education, Seminars, Workshops

Continuing education programs in library and information science need to be coordinated, regularized, and modularized for increased efficiency, economy, and effectiveness. Institutes, workshops, and seminars are more attractive to participants and easier to organize if they are presented in a topical series or module. Reimbursement of expert contributors and intelligent reuse of good programs improves the quality of a series. A sponsor who takes care of secretarial and publicity support increases the efficiency of a program, as shown by the successful Simmons Library School Alumni Office sponsorship of continuing education programs in New England. Further coordination and long-range planning by professional groups is needed to define and meet professional education needs. (Author/PFF)

## ED 097 892 IR 001 255

Berk, Robert A.  
The Diffusion of Information Innovations.

Pub Date 74

Note—11p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adoption (Ideas), Change Agents, \*Diffusion, Evaluation, \*Information Dissemination, Information Retrieval, Information Systems, Innovation, Library Instruction, Medical Libraries, Use Studies

Identifiers—\*MEDLARS, University Of Illinois  
Though information systems may be available, potential users may not know enough about them to take advantage of the information stored there. The author used a case study method to assess

the effectiveness of exposure to information on the Medical Literature Analysis and Retrieval System (MEDLARS) on potential users of the system at the University of Illinois. A "change agent" made a slide-script presentation on the demand/search service, the information stored in the system, retrieval methods, and a detailed explanation of ways to obtain the service. Some of those present also received a "Guide to MEDLARS Services" by mail later. An analysis of MEDLARS use showed that the presentation and mailing had a positive relationship to the number of subsequent adoptions of MEDLARS. (LS)

## ED 097 893 IR 001 256

Davis, Charles H.

Illustrative Computer Programming for Libraries; Selected Examples for Information Specialists. Contributions in Librarianship and Information Science, No. 12.

Pub Date 74

Note—128p.

Available from—Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880 (\$7.95)

Document Not Available from EDRS.

Descriptors—\*Computer Programs, \*Data Processing, \*Information Processing, Information Retrieval, Information Storage, Information Systems, \*Library Automation, Programming, Programming Languages, Supplementary Textbooks

Identifiers—PL 1, \*Programming Language One, Selective Dissemination of Information  
Intended for teaching applications programming for libraries and information centers, this volume is a graded workbook or text supplement containing typical practice problems, suggested solutions, and brief analyses which emphasize programming efficiency. The computer language used is Programming Language/One (PL/1) because it adapts readily to library problems. The book is divided into two parts, the first covering introductory applications such as: control cards, DECLARE statements, program documentation, compilation, execution, input and output, builtin functions, PL/1 logical operators, simple search, number and cost of acquisitions, and circulation tally. The second part includes the more advanced applications related to: selective dissemination of information, simple sorting, keyword indexing, binary search, weighted-term searching, on-line interactive programming, and elements of auxiliary storage. There are copious illustrations of cards, printouts, and flow charts as well as a selected bibliography and index. (Author/LS)

## ED 097 894 IR 001 258

Wisconsin Public Library System Standards. Bulletin No. 3058.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date 74

Note—99p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—County Libraries, Information Services, Institutional Administration, Library Facilities, Library Materials, Library Services, \*Library Standards, Personnel, \*Public Libraries, \*Regional Libraries, \*State Standards

Identifiers—\*Wisconsin

A revision of the Wisconsin Division for Library Services of the Department of Public Instruction 1963 public library standards, this collection of standards includes sections on availability of services, structure and government of library systems, services, materials and materials organization, personnel, physical facilities, and library service outlets. Except for the last section, which is a short description, all sections have a narrative introduction, statements of guide principles, and specific standards. The standards, which are presented in column form, cover library systems, headquarters libraries, large community libraries, community libraries, and small community libraries. These five types of library organizations are defined at the beginning of the document in terms of population served. (LS)

## ED 097 895 IR 001 261

Kaye, James M.

New Technology Applied to Distribution of Audio Tutorial Lessons.

Ampex Corp., Sunnyvale, Calif.

Pub Date Nov 74

Note—10p.; Paper presented at the Annual Audio-Tutorial System Conference (6th, San Francisco, California, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Autoinstructional Aids, Branching, \*Computer Based Laboratories, Computer Oriented Programs, \*Individualized Instruction, Individualized Programs, Programed Instruction, Speeches

Identifiers—Amplex Pyramed System, \*Audio Tutorial Instruction

Audiotutorial instruction is one application of instruction tailored to individual needs. This method imposes certain requirements for instruction to be effective and for students to be properly motivated to learn. Some of the key requirements are: (1) individual control of the program material, (2) convenience of materials acquisition by the student, (3) simplicity of presentation methods, (4) costs, (5) timeliness of materials available, and (6) ease of courseware development. The Ampex Pyramid System satisfies each of these requirements. In its simplest form, the system provides high speed cassette copies of any program in its master storage bank. In a second form, the student accesses the system from a terminal located at a carrel. In addition, a feature may be added which allows the same functions described above to be performed at home using a touch tone telephone. Another feature is that of student response and conditional branching. Most importantly, the system has been purposely designed to allow a full range of presentations from very simple linear program presentations to sophisticated, fully interactive, multimedia lessons with conditional branching. All may be presented on the system without a significant investment of time and dollars in computer software. (WCM)

## ED 097 896 IR 001 262

Baskin, Barbara Harris, Karen  
The Exceptional Child in the School Library: Response and Strategy.

Pub Date Oct 74

Note—13p.; Paper presented at the Southwestern Library Association Biennial Conference (25th, Galveston, Texas, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Blind Children, Deaf Children, Emotionally Disturbed Children, \*Exceptional Children, \*Handicapped Children, Library Materials, Library Services, Retarded Children, \*School Libraries, Self Concept, Special Services

When children are visually handicapped to the point that they cannot read, some other form of information carrier, such as braille books, sound recordings, models, and realia, must be used. For deaf children, one must provide a variety of visual information on transparencies and captioned filmstrips. Retarded children need special materials which are in logical sequence, have repetitive characteristics, and have no distracting elements. Multimedia materials may provide helpful reinforcement. Disturbed children may be helped by individualized instruction. The librarian can be a tremendous help to these children, and also to physically handicapped children, by choosing appropriate equipment and materials and by leading handicapped children toward materials that will help them to understand themselves, their limitations, and their potential. The author suggests some book titles, both for handicapped children and for adults concerned with them. (LS)

## ED 097 897 IR 001 263

Harris, Karen Baskin, Barbara  
The Exceptional Child in the School Library: Identification and Accommodation.

Pub Date Oct 74

Note—12p.; Paper presented at the Southwestern Library Association Biennial Conference (25th, Galveston, Texas, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Blind Children, Crippled Children, Deaf Children, \*Exceptional Children, \*Handicapped Children, \*Library Facilities, Library Materials, Physical Environment, Retarded Children, \*School Libraries

There should be no barriers to school library use for handicapped children, since their limitations may make the library a window on the

world which they would not otherwise have. Sometimes these children who most need help may not be tolerated in a library because of their behavior, or the library may not provide appropriate materials. There are ways in which librarians may learn to handle aggressive and withdrawn children, as well as those who are not self-directed. The librarian must also have information easily available in a form which is usable to handicapped children, and must avoid creating architectural barriers for children in wheelchairs and on crutches. The library should also provide a variety of environments, so that a child may find a space in which he is comfortable. (LS)

ED 097 898 IR 001 266  
Copolin, William D.

Third Stage Report on the Learning Package Project in International Studies Supported by Grant (GY-9343) of the National Science Foundation.

Syracuse Univ., N.Y. International Relations Program.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Sep 74

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Comparative Education, Economics, Field Studies, Geography, Instructional Design, \*Instructional Materials, \*International Education, Political Science, Psychology, Sociology

Identifiers—Consortium for International Studies Education

The Learning Package Project in International Studies is reporting for the activities between August 1973 and October 1974. The first section of the report gives a history of the original packages supported by the project and the contributions made toward developing a group of scholars-instructors necessary to sustain the development, evaluation, and dissemination of learning packages. Next the need for a major effort for the remainder of the project to build a stronger institutional base than now exists is described. Plans to develop packages for sociology, economics, psychology, and geography in addition to political science by establishing a Policy Advisory Board are discussed. (WH)

ED 097 899 IR 001 267  
Peelle, Howard A.

The Computer "Glass Box": Teaching With A Programming Language.

Massachusetts Univ., Amherst. School of Education.

Pub Date May 74

Note—25p.; Paper presented at the Shared Educational Computer Systems (SECOS) Conference (New Paltz, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, \*Computer Programs, \*Concept Formation, Learning Processes, Programming Languages

Identifiers—APL, A Programming Language, Computer Glass Box

Using A Programming Language (APL), a "computer glass box" was designed to stimulate students to think about selected concepts as well as to elucidate and reveal understanding. This approach is pedagogically suitable for a wide range of educational levels—from elementary school children to university graduate students. Using APL computer programs, students can proceed to learn through several complementary activities. Specifically, they can: examine, analyze, predict, execute, scrutinize, experiment, modify, generalize, invent, and discuss. The ideal APL is also expository; it "speaks" to its reader, explicating concepts and procedures in concrete terms. (WCM)

ED 097 900 IR 001 268  
Baker, James D.

Quantitative Modeling of Human Performance in Information Systems. Technical Research Note 232.

Army Behavioral Science Research Labs., Arlington, Va.

Report No.—BESRL-TRN-232

Pub Date Jun 74

Note—30p.

Journal Cit—Ergonomics; v13 n6 p645-64 1970

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Conceptual Schemes, Decision Making, Evaluation Methods, Information Processing, \*Information Systems, \*Man Machine Systems, \*Measurement, Teaching Procedures

Identifiers—Automated Systems, Command Information Processing Systems, Quantitative Model, System Evaluation, System Performance

A general information system model was developed which focuses on man and considers the computer only as a tool. The ultimate objective is to produce a simulator which will yield measures of system performance under different mixes of equipment, personnel, and procedures. The model is structured around three basic dimensions: (1) data flow and processing, (2) task analysis, and (3) outside sources of variation in the system. Five basic and critical functional areas represented in the model are screening incoming messages, transforming messages to computer format, inputting messages, assimilating data displayed, and deciding on courses of action based on information obtained. The impact of human performance in the model is reflected in measures of system performance (thoroughness of information and responsiveness to the user need) and quality of information (completeness and accuracy). The model at present stage is a tested implement for human factors experimentation on the Army's information processing systems. The approach provides integrative coverage of all aspects and relationships of the man-machine interface and ties them to accept system performance measures. (Author)

ED 097 901 IR 001 269  
Index to Bibliographies Held by Project Media.

National Indian Education Association, Minneapolis, Minn.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*American Indians, \*Annotated Bibliographies, \*Audiovisual Aids, Books, Catalogs, Eskimos, Films, Filmstrips, \*Indexes (Locators), Phonograph Records, Phonotape Recordings, Resource Materials, Video Tape Recordings

Identifiers—Project Media

An annotated list cites bibliographies and catalogs which deal with American Indians. Commercial film catalogs, periodicals, and instructional materials lists are also included. All catalogs have a short descriptive sentence or paragraph. Films and other audiovisual materials designed for K-12 are available for rental. (WCM)

ED 097 902 IR 001 270  
The NCPL [Natrona County, Wyoming Public Library] Scene 1980; Script for Video Tape.

Natrona County Public Library, Casper, Wyo.

Pub Date 3 Oct 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cable Television, Information Retrieval, \*Information Services, Information Storage, Library Automation, Library Materials, \*Library Planning, Library Reference Services, \*Library Services, \*Microfilm, Public Libraries, Video Tape Recordings

Identifiers—Natrona County Public Library

To keep up with the tempo of the 20th century and to further its plans for service in 1980, the Natrona County Public Library initiated full time, regular use of a cable television channel in 1971. The instantaneous character of televised communication provided a stimulant for developing rapid information retrieval techniques covering broad bases of information. High speed microfilm equipment was acquired as a first approach to this goal. To fully meet the goal, a computerized index of all traditional reference tools, a microfilm retrieval system, a videotape library, a computerized data base, and cable television communication with library patrons would be added. (PF)

ED 097 903 IR 001 273  
Hall, Keith A.

CARE: Computer Assisted Renewal Education. Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date 2 May 74

Note—14p.; Paper presented at the Shared Educational Computer Systems (SECOS) Conference (New Paltz, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, Computer Programs, Curriculum Design, \*Curriculum Development, Handicap Detection, \*Handicapped Children, Handicapped Students, \*Inservice Teacher Education, Teaching Methods

Identifiers—CARE, \*Computer Assisted Renewal Education, Pennsylvania State University

CARE (Computer Assisted Renewal Education) is a mobile computer assisted instruction (CAI) program designed to train educators and inservice teachers in the education and handling of handicapped children. The program, developed by Pennsylvania State University and offering college credit, is carried in an expandable trailer with 16 individual student terminals. The CARE curriculum currently offers four basic courses: early identification of handicapped children, diagnostic and prescriptive teaching of preschool and primary children (two courses), and education of visually handicapped children. Two additional courses are planned for the CARE program and their development will follow the step-by-step course development procedures previously established. An evaluation was performed on the first CARE course, identification of handicapped children. The results of the evaluation, which included a two-group t-test of achievement scores with conventional instruction as a control and a student questionnaire, indicated that the CAI students scored significantly higher in achievement, needed less instruction time, and appreciated the program. (WH)

ED 097 904 IR 001 274  
Golub, Lester S. And Others

Phonics/Ita Handbook for Teachers. Report No. R-63.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date Oct 74

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, Elementary School Teachers, \*Initial Teaching Alphabet, Language Arts, \*Manuals, \*Phonics, \*Reading, Reading Instruction, Writing, Writing Exercises

A handbook and teachers guide to phonics and the initial teaching alphabet (ITA) is given. The use of phonics to teach reading is described with the appropriate rules and steps. The principals of ITA and several practice lessons on using ITA are supplied. (WH)

ED 097 905 IR 001 275  
Cantrell, William H. Edwards, Agnes M.

A Computer-Based Instructional Simulation for Teacher Training and Evaluation in Special Education. Report No. R-65.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date Oct 74

Note—78p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, \*Handicap Detection, Program Descriptions, Simulation, \*Special Education, \*Teacher Education

Identifiers—CARE, Computer Assisted Remedial Education, Early Identification of Handicapping Conditions

The development of a computer-assisted instruction simulation (CARE-S) in the Computer-Assisted Instruction (CAI) Center at the University of Texas in Austin is documented. The work is an outgrowth of the CARE I CAI program entitled "Early Identification of Handicapping Conditions in Children" which was developed in the CAI laboratory at the Pennsylvania State University and was available to the CAI Center at the University of Texas for use with their students. Using simulation techniques, the CARE-S program assesses the ability of CARE I graduates to accurately identify handicapping conditions in young children. (Author)

ED 097 906 IR 001 277  
Educational Technology Program. Quarterly Technical Summary.



Massachusetts Inst. of Tech., Lexington, Lincoln Lab.

Spons Agency—Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.

Report No.—ESD-TR-74-284

Pub Date 15 Sep 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, \*Educational Technology, Microfilm  
Identifiers—Lincoln Terminal Language, Lincoln Training System

During this quarter, planning was begun on a field experiment to determine the effectiveness of the Lincoln Training System (LTS) for maintenance management. Work continued on the development and evaluation of fiche handling mechanisms for the LTS-4. (Author)

ED 097 907 IR 001 280

Yovits, M. C. Ablock, Judith G.

A Semiotic Framework for Information Science Leading to the Development of a Quantitative Measure of Information.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.  
Pub Date Oct 74

Note—9p.; Paper presented at the Annual Meeting of the American Society for Information Science (37th, Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Information Science, Information Theory, \*Mathematical Models, Matrices, Semiotics, Speeches, Statistics  
Identifiers—Binary Choice Unit

If information science is to be considered a "science" in the true sense of the word, a set of general concepts and analytical expressions must be developed. Fundamental to this development is a rigorous and quantifiable measure of information. In previous papers a general framework, called a generalized information system, is suggested which permits the development of these concepts and expressions. Through the use of this generalized model, we have been able to define information quantitatively and in a rigorous manner. The formulation depends on the definition that "information is data of value in decision making" and leads to quantitative relationships between information and the value of a decision state. The value of the decision state is defined as the summation of the expected values of all the possible courses of action weighted by the probability of each course of action. A new measure for the information contained in a particular decision state is developed. The information is defined in terms of a two-choice deterministic situation which we call a "binary choice unit." This measure is universally applicable for all information that is concerned with the effectiveness of the data on the recipient. (Author)

ED 097 908 IR 001 281

Borman, Karl G.

Teaching and Coursewriting Language: TACL. User's Guide. Report No. R-64.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date Oct 74

Note—177p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, \*Computers, Manuals, Programming, \*Programming Languages  
Identifiers—TACL, \*Teaching And Coursewriting Language

The computer programming language, Teaching and Coursewriting Language (TACL), a language for computer assisted instruction curriculum development efforts on the IBM 1500 instructional system, is introduced. The guide supplies information on four major aspects of TACL: writing a TACL program, inputting a program into the computer, editing a program, and operating a program. The guide serves as a complete reference manual for all individuals who come into contact with TACL. (WH)

ED 097 909

Kirchherr, Robert

An Instructional System Using the Audio-Tutorial Implementation Method.

Bergen Community Coll., Paramus, N.J.

Pub Date 74

Note—13p.; Paper presented at the Annual Audio-Tutorial System Conference (6th, San Francisco, California, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Autoinstructional Aids, \*Individualized Instruction, Instructional Design, Models, \*Teaching Methods, \*Tutorial Programs, Tutoring

Identifiers—\*Audio Tutorial Instruction

A model for the audiotutorial learning system was developed which consists of three stages. In the first stage, prelearning activities, the teacher and the learner communicate the goals, objectives, needs, expectations, and rationales for the learning. Also in this stage is a diagnosis-prescription test designed to structure and initiate the next stage, which is the learning activities. The middle stage, learning activities, is what is commonly meant by the audiotutorial method. Here tests are taken after each section, and the instructional process can be custom tailored by adding or subtracting units as needed. The third stage of the instructional system is the postlearning interaction. Another diagnosis-prescription test is given, and the learner and the system are evaluated. (WH)

ED 097 910 IR 001 284

Netusil, Anton J. Kockler, Lois H.

CAI: Overcoming Attitude Barriers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Pub Date 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attitude Tests, \*College Students, Comparative Analysis, \*Computer Assisted Instruction, Experimental Teaching, Lecture, Mathematics Instruction, \*Student Attitudes

During each of two school quarters, approximately 60 college students enrolled in a mathematics course were randomly assigned to an experimental group or a control group. The control group received instruction by the lecture method only; the experimental group received the same instruction, except that six computer-assisted instruction (CAI) units were substituted for six class lectures. All students were given a pretest and a posttest measuring attitude toward CAI, attitude toward mathematics, and achievement in the mathematical content of the CAI units. The following conclusions were drawn: (1) The experimental group's attitude toward CAI improved significantly from pretest to posttest, but the control group's attitude toward CAI did not change significantly; (2) attitudes toward mathematics improved in both the experimental group and the control group; (3) both the experimental group and the control group showed significant achievement gains, and there was no significant difference between the achievement of the two groups. (Author)

ED 097 911 IR 001 285

Muzio, Joseph N. And Others

Audio-Tutorial Project: An Audio-Tutorial Approach to Human Anatomy and Physiology.

Kingsborough Community Coll., Brooklyn, N.Y.

Pub Date Nov 74

Note—9p.; Paper presented at the Annual Audio-Tutorial System Conference (6th, San Francisco, California, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Anatomy, Audiovisual Aids, \*Audiovisual Instruction, Biology, \*Biology Instruction, \*Community Colleges, Formative Evaluation, \*Individualized Instruction, Medical Education, \*Nurses, Phonotape Recordings, Program Evaluation, Teaching Methods

Identifiers—\*Kingsborough Community College, New York City

A two course sequence on human anatomy and physiology using the audiotutorial method of instruction was developed for use by nursing students and other students in the health or medical fields at the Kingsborough Community College in New York. The project was motivated by the

problems of often underprepared students coming to learn a new field and by the time constraints caused by students' part-time status. An elementary biology course was divided into 28 learning modules (14 per semester). The program included a student study guide, taped lessons, small and large assembly sessions, an independent learning center with 30 carrels, and performance tests for each module. An analysis of the program is being planned that will use student questionnaires, an analysis of student time, and a comparison with students taking the human anatomy and physiology courses without audio tutorial instruction. The audio tutorial approach is an ideal method of fostering individualized learning, particularly for those students who have experienced academic difficulty. (WH)

ED 097 912 IR 001 287

Brainard, Alan J.

The Importance of Teaching a Win-Win Philosophy.

Pub Date Nov 74

Note—8p.; Paper presented at the Annual Audio-Tutorial System Conference (6th, San Francisco, California, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Affective Behavior, \*Changing Attitudes, Humanistic Education, \*Philosophy, Psychology, Speeches  
Identifiers—Competition, Cooperation, \*Watergate

Most people are raised in a traditional environment which teaches that someone-winning implies that someone-loses. However, psychology and the examples provided in the Watergate scandal demonstrate that such a philosophy is neither productive nor beneficial. A "win-win" philosophy of cooperation, not competition, is needed for individuals to function well in a society where teamwork is needed. This change of philosophy can be accomplished by employing a form of rhetoric developed by Carl Rogers. Students should recognize that within their classes and for the world problems the need is for cooperation. (WH)

ED 097 913 IR 001 288

Gennner, Donald R. And Others

A Computer-Based System for Studies in Learning.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 74

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Computer Assisted Instruction, Computer Science Education, Education, Experimental Teaching, \*Information Processing, Instructional Systems, \*Learning, Program Descriptions, \*Programed Tutoring, Programming Languages

Identifiers—Automated Tutoring, FLOW, Minicomputers

A computer-based system, called the FLOW system, was used in experimental studies of human learning. The student learns a simple computer language from printed instructions and can run his programs interactively on the FLOW system. An automated tutor simulates a human tutor who watches over the student and gives help when the student has difficulties. The system also records detailed protocols of the interactions among the student, the computer, the automated tutor, and the human tutor for later analysis. (Author)

ED 097 914 IR 001 293

Covitch, Sandra C. S. And Others

Informal Communication in an Academic Community.

Case Western Reserve Univ., Cleveland, Ohio. School of Library Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 74

Note—4p.; Paper presented at the Annual Meeting of the American Society for Information Science (Atlanta, Georgia, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—\*Communication (Thought Transfer), \*Communication Problems, \*Informal Organization, Information Dissemination, Information Needs, Information Networks, Information Sources, \*Information Systems, \*Universities

Informal communication is an integral part of a university. It is therefore necessary to understand its future role in any restructuring of the university caused by attempts to improve its information systems. Two approaches are proposed to facilitate a clarification of this future role. The first consists of a series of queries designed to define the current role played by information communication in a university. The second approach extracts implications from the literature about the constituent elements of information channels and the characteristics of informal communication as a whole. It is concluded that (1) the benefits of informal communication lie basically in its individualized nature; (2) the results of informal interaction may be duplicated by formal means; but (3) it might not be possible to predict the success of these means; and (4) future research must be done on the incentives for choosing informal means so that success of the formal channels may be more easily determined. (Author)

**ED 097 915** IR 001 294

**Nievergelt, Jurg And Others**  
**ACSES, An Automated Computer Science Education System.**

Illinois Univ., Urbana. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.  
Pub Date 1 Nov 74

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
**Descriptors**—College Students, \*Computer Assisted Instruction, Computers, \*Computer Science, \*Computer Science Education, Individualized Instruction, Program Descriptions  
**Identifiers**—\*PLATO IV, University of Illinois

A project to accommodate the large and increasing enrollment in introductory computer science courses by automating them with a subsystem for computer science instruction on the PLATO IV Computer-Based Education system at the University of Illinois was started. The subsystem was intended to be used for supplementary instruction at the University of Illinois, but was also designed to be usable as a completely self-contained system for introductory computer science education for remote sites. The key components of the system are: a library of lessons, covering several programming languages, computing techniques, and application areas; a completely self-contained interactive program system for the preparation, execution, and debugging of programs written by students in any of the languages covered by the lessons; a conversational advice-giving and information retrieval system to guide the student through the library of lessons, based on his goals and past performance; and a communication system that allows a student to contact a human tutor. (Author)

**ED 097 916** IR 001 296

**Barrington, Harold**  
**The Instructional Effectiveness of Television Presentation Techniques.**

Edge Hill Coll., Ormskirk (England). Centre for Instructional Communications.

Pub Date 1 Jan 72

Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
**Descriptors**—Closed Circuit Television, College Students, Educational Research, \*Educational Television, Intermedia Differences, \*Learning Theories, \*Programming (Broadcast), \*Realism, Student Teachers, Television Curriculum, \*Television Research

Closed circuit television equipment was used to produce two versions of a program on the psychology of learning for showing to student teachers. Program A was designed in accordance with the suggestion that the more a presentation approximates reality, the more effective it will be. Program B was designed in accordance with the suggestion that a presentation will be more effective if the information is "precompressed" before transmission. Comparisons were made of the ef-

fectiveness for transmitting relevant information of each of the different techniques used to produce Program A and Program B and also of the total programs. The findings indicated the "precompressed" procedure to be more effective than the "realism" procedure. (Author)

**ED 097 917** IR 001 297

**Davis, Alan And Others**  
**Interactive Error Diagnostics for an Instructional Programming System.**

Illinois Univ., Urbana. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
**Descriptors**—\*Computer Assisted Instruction, \*Computer Programs, \*Computers, Computer Science, \*Computer Science Education, \*Programmed Tutoring, Tutorial Programs  
**Identifiers**—Error Analysis, \*PLATO IV, University Of Illinois

The development of an interactive error analysis system for a highly interactive programming language compiler is explored. A project is underway at the University of Illinois to automate the teaching of elementary computer science programming language courses by utilizing the PLATO IV interactive computer system. One goal of the project is to provide a highly interactive compiler/interpreter that will allow beginning programmers to write, debug, and run fairly simple programs using newly-learned language constructs. The error analysis and diagnostic routines for the interactive compiler are divided into two separate systems. The first is concerned exclusively with the syntactic and semantic errors associated with program preparation and entry into the compiler. The second error system is concerned with the execution of the student's program and the error analysis and debugging that is initiated by the detection of an execution error. (WH)

**ED 097 918** IR 001 298

**Danielson, Ronald L. Nievergelt, Jurg**  
**An Automatic Tutor for Introductory Programming Students.**

Illinois Univ., Urbana. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—9p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
**Descriptors**—\*Computer Assisted Instruction, \*Computer Programs, Computers, \*Computer Science Education, Individualized Instruction, \*Problem Solving, \*Programmed Tutoring, Tutorial Programs

**Identifiers**—\*PLATO IV, University of Illinois

A program was developed to use the PLATO IV system of the University of Illinois to help students solve typical programming problems. The program tries to approximate a near-ideal situation in which each student receives correction of logical errors and comments on good programming practice as he goes along in a one-on-one tutorial environment. The tutor program utilizes an AND-OR graph as a representation of all reasonably correct approaches to the particular problem, as well as many of the wrong approaches introductory students are likely to attempt. The computer-assisted instruction program gives students the personal attention they need for learning the problem solving of computer programs. (WH)

**ED 097 919** IR 001 299

**Miller, Gary G.**  
**Some Considerations in the Design and Utilization of Simulators for Technical Training.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-65

Pub Date Aug 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
**Descriptors**—Aerospace Education, \*Cost Effectiveness, \*Electronic Equipment, Electronic Technicians, Instructional Aids, \*Literature Reviews, \*Simulation, State of the Art Reviews, \*Technical Education  
**Identifiers**—\*Air Force

The current technical literature, as it relates to simulators, training devices, and simulation in technical training is reviewed. Rules and principles for the cost-effective application of simulation are also included. A major finding is that fidelity can be quite low in certain procedural tasks without a decrement in performance. Other studies indicated that some complex electronic equipment can be simulated in simple, relatively inexpensive devices without having an adverse effect on training. In general, very few studies have been completed to validate the rules and principles of simulation that were developed over 20 years ago. (Author)

**ED 097 920** IR 001 301

**Sharpe, Debra, Ed.**  
**Bread and Butterflies; A Curriculum Guide in Career Development.**

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 74

Note—131p.; For a related document see IR 001 302

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS**

**POSTAGE**  
**Descriptors**—\*Career Education, \*Curriculum Guides, \*Educational Television, Elementary School Students, \*Programming (Broadcast), Teaching Guides, \*Vocational Development, Vocational Education  
**Identifiers**—\*Bread and Butterflies

A curriculum guide for teachers to the "Bread and Butterflies" series of 15 television programs on career development for 9-to-12-year-olds is given. For each program the goals and themes are stated, and the content is summarized. Then activities are suggested for students falling in level 1, beginners, or in level 2, students already familiar with career development concepts. (WH)

**ED 097 921** IR 001 302

**Flaugh, Ronald L. Knapp, Joan**  
**Report on Evaluation Activities of the Bread and Butterflies Project.**

Educational Testing Service, Princeton, N.J.

Spons Agency—Agency for Instructional Television, Bloomington, Ind.

Pub Date Oct 74

Note—103p.; For a related document see IR 001 301

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

**POSTAGE**  
**Descriptors**—\*Affective Objectives, \*Behavioral Objectives, Career Education, \*Educational Television, Elementary School Students, Evaluation Methods, \*Program Evaluation, Programming (Broadcast), \*Vocational Development, Vocational Education  
**Identifiers**—\*Bread and Butterflies

The "Bread and Butterflies" series of 15 television programs on career development for 9-to-12-year-olds was evaluated. The evaluation sought to answer these questions: Was the program appealing to the students? Did the students comprehend the program? Were the educational objectives met by the television program alone? and Were the educational objectives met by the television program plus the classroom activities? The methodology of the evaluation included student questionnaires, student interviews, student critics, teacher questionnaires, expert judgement, attention measures, and observers. The series of television programs was proclaimed successful only if the goal was the providing of an affective stimulus. No effect was observed on the achievement of specific and particular, behaviorally-defined educational objectives. (WH)

## JC

**ED 097 922** JC 740 416

**A System for the Evaluation of Career Programs in the Community Colleges of Maryland.**

Maryland State Board for Community Colleges, Annapolis.; Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date May 74

Note—108p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

**POSTAGE**  
**Descriptors**—\*Career Education, \*College Role, \*Community Colleges, \*Evaluation Methods,

Guides, Post Secondary Education, \*Program Evaluation, Questionnaires, State Colleges Identifiers—\*Maryland

Guidelines for evaluating postsecondary career education programs in Maryland are provided. The basis for the evaluation system self-study design is a model developed by Malcolm Provis and described in "Educational Evaluation: New Roles, New Means, The Sixty-eight Yearbook of the National Society for the Study of Education, Part II." The chapters of guide are: I. Program Evaluation; II. Organizing the Self-Study Team (Level II); III. Phase I Program Objective Evaluation (Level II); IV. Phase II Educational Process Evaluation (Level II); V. Phase III Installation Evaluation (Level II); VI. Phase IV Product Evaluation (Level II); and VII. Phase V Evaluation of the Cost Benefits (Level II). In addition, appendices present: A. SBCC Program Proposal Manual; B. Student Placement Questionnaire; C. Graduate Follow-up Questionnaire; D. Long-Range Follow-up Questionnaire; and E. Employer Rating of Students. The board members of the Maryland State Board for Community Colleges and of the Maryland State Board of Education are listed. (DB)

ED 097 923 JC 740 417

Day, C. William

Professional Preparation and Experience of Instructors in Community Junior Colleges and Technical Institutions.

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Teachers, \*Community Colleges, Data Collection, Instructional Staff, National Surveys, Post Secondary Education, Questionnaires, Teacher Education, \*Teacher Qualifications, \*Teaching Experience, \*Technical Institutes, Technical Reports

To determine the professional preparation and experience of instructors hired by community junior colleges and technical institutions during the 1972 to 1974 academic years, questionnaires were sent to 100 junior colleges and technical institutions representing all 50 states. A total of 83 colleges and institutions from 43 states responded, of which, 76 replies were usable. The data were compiled into three enrollment categories: schools with less than 2,000 students, with 2,001 to 5,000 students, and with enrollments over 5,000. The data were also compiled into one general total category. Responses were cross-tabulated to determine the percentage of full-time instructors who had received degrees and the percentage of the instructors' past employment positions. The results of the data analysis were: (1) the average number of full-time instructors increased as the institutions' sizes increased; (2) there were, on the average, a higher proportion of resignations in the smaller schools; (3) the larger schools doubled and tripled the number of full-time instructors hired at the smaller schools; (4) only 17 percent of all full-time instructors at these schools had any course work relating to the community junior college, and only 1.8 percent had had any type of internship or field work in a community college prior to being hired; (5) most of the states surveyed do not require credentials to teach in a community junior college; and (6) a large percentage of full-time instructors came from business and industry. (DB)

ED 097 924 JC 740 418

Day, C. William May, Ronald

Effects of State Coordination upon Two Year College Boards of Trustees.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Administration, \*Community Colleges, \*Governance, \*Governing Boards, \*Junior Colleges, National Surveys, Post Secondary Education, State Colleges, \*Statewide Planning, Technical Reports

A questionnaire was sent to the 7 state agency directors, 61 college presidents, and 61 college board chairmen of public two-year colleges that had established statewide agencies since 1968, and had institutional boards in existence prior to the state agency, to determine their perceptions of the changes in the powers and duties of college boards as a result of state coordination. Responses were received from 6 state directors,

43 college presidents, and 25 board chairmen. The survey results indicated that: (1) in the majority of states reporting, the state-level agencies regulated only public two-year colleges; (2) the basis of authority for the state and institutional boards existed in statutory provisions in the majority of cases; (3) institutional boards governed the local colleges; (4) the size of the state and institutional boards varied from state to state; (5) the majority of the institutional boards were elected by the public; a sizable number of institutional boards were filled, however, by gubernatorial appointment; (6) the length of terms of institutional board members varied from 3 to 7 years; (7) in the majority, there was no limit on the number of consecutive terms that a board of trustee member could serve; and (8) only geographic considerations were made to assure representatives in the institutional board of trustees in most cases. (DB)

ED 097 925 JC 740 419

Lombardi, John

Faculty Workload. Technical Paper No. 46.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Collective Bargaining, \*College Faculty, \*Community Colleges, Cost Effectiveness, Post Secondary Education, Student Teacher Ratio, \*Teacher Attitudes, Teacher Participation, \*Teaching Load, \*Teaching Quality, Technical Reports

Various aspects of faculty workload are reviewed, with emphasis on definitions of workload and on major problems in developing workload formulas. Attention is also given to the erosion of parietal policies, the quality versus quantity issue, and the effect of collective bargaining on workloads. For most instructors, the important factors are the number of credit or contact hours assigned per week and the number of students in each class, with credit or contact hours having greater significance to the faculty. Although workload formulas have been developed, they still approximate the number of weekly contact hours. Hourly loads are lower today than they were in the 1950's and earlier. Faculties object strenuously to the practice of equating workload to quantitative criteria, particularly number of contact hours, student-faculty ratios, and average class size. Parietal regulations are still found in many statements of college policies, and are based on the principle that teaching is a full-time occupation. In light of the strong tradition equating low or moderate workloads with quality, administrators face a formidable task in their efforts to increase the loads. Within the limits set by state laws and state administrative regulations, faculty are participating in the initial determination and subsequent reappraisal of workloads, as recommended by the 1969 AAUP Statement of Faculty Workload. New teaching methods and technologies have made it necessary to modify the faculty load formulas. Faculty fear that the major purpose of introducing the new teaching/learning modes is to increase faculty productivity, which will, in turn, lead to the use of fewer instructors. (DB)

ED 097 926 JC 740 420

The Future of the Community-Junior College.

Pub Date Jun 74

Note—97p; Proceedings of Conference in Higher Education (Boston, Massachusetts, June 1974)

Available from—Division of Higher Education, Boston College, Chestnut Hill, Massachusetts 02167 (\$3.00)

Document Not Available from EDRS.

Descriptors—Career Education, \*College Role, \*Community Colleges, Conference Reports, \*Educational Finance, Educational Innovation, \*Educational Planning, Post Secondary Education, \*Social Factors, Student Characteristics, Teacher Education, Technical Education, Vocational Education

Papers presented at a conference on the future of community colleges are presented. The papers are as follows: "Pluralism, Diversity and the Needed Revolution in Assessment" by Virginia B. Smith; "In Reply to the Pessimist" by Edward T. O'Donnell; "The Now College at the Crossroads"

by Harold Shively; "What is the Future of Community Colleges?" by Joseph Cosand; "Changing Social Forces and Higher Education" by General James Gavin; and "From Class to Mass Education: The People's Republic of China and the U.S.A." by William M. Birenbaum. In addition, the minutes of eight forums held are provided. The topics discussed in the forums were: I. Politics, the Legislative Process and the Community College; II. Money Stretching: Managing the Dollar; III. New Directions for New Students Coming Through the Open Door; IV. The Future of the Private and Proprietary Colleges; V. Meeting the Needs of the Inner City; VI. Innovation: Community Colleges on the Cutting Edge; VII. Career, Technical and Vocational Education: Where is it Going? and VIII. How to Recognize and Encourage Good Teaching. (DB)

ED 097 927 JC 740 421

Gell, Robert L. Harkness, Suzanne C.

The Employers. A Survey of Employers Who Have Hired Montgomery College Graduates.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College Graduates, College Role, \*Community Colleges, Curriculum Evaluation, \*Employer Attitudes, \*Employment Qualifications, \*Followup Studies, \*Institutional Research, Post Secondary Education, Program Evaluation, Questionnaires, Surveys, Tables (Data), Technical Reports

Identifiers—Maryland, \*Montgomery College

This study was undertaken to assess employers' attitudes toward the educational preparation of Montgomery College graduates in their employ. Further, it was an effort to gain information from employers regarding what improvements they felt could be made in Montgomery's curriculum to better prepare students for their future occupations. The data were gathered by questionnaires completed by the employers of graduates. The programs evaluated in the survey represented both career and transfer oriented curriculums. The majority of the graduates were employed in the metropolitan Washington area by private firms, hospitals, or the Federal Government. The study found that Montgomery College is providing employers with graduates who have sufficient backgrounds and preparation to succeed in their occupations. This was evidenced by the number of employers who stated that they would hire additional Montgomery graduates in the future, without reservation. It was further found that an AA degree was not necessary for obtaining many of the positions held by the graduates, but that once hired, chances for promotion were improved with the degree. This finding leads to the conclusion that in the eyes of the business world, the role of the community college is to provide the training needed for job entry, and that this training is not necessarily equated with the Associate of Arts degree. (Author)

ED 097 928 JC 740 422

Maki, Marguerite And Others

Continuing Education for Women at Mesabi Community College.

Mesabi Community Coll., Virginia, Minn.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date Jun 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Adult Education, \*College Programs, \*Community Colleges, \*Educational Attitudes, Interviews, Literature Reviews, Post Secondary Education, Student Attitudes, Surveys, Technical Reports, \*Womens Education Identifiers—\*Mesabi Community College, Minnesota

A survey was carried out to determine the educational levels, objectives, programs, and areas of interest of women who desired to continue their education. Surveys were distributed to as many women as possible through women's organizations, government agencies, and gatherings of all kinds, and through mailings and responses to advertising and news releases. From the 1,285 surveys distributed in the service area of Mesabi Community College, 310 were returned. In addition,



tion to the survey, a committee investigated other area schools to ascertain what types of women's programs were offered. A literature survey was also conducted. The survey results indicated that: (1) many women are interested in returning to school; (2) most of the women have been out of school for more than eight years; and (3) the majority want to continue their education for personal satisfaction. (Appendixes provide Community Contacts and Results of Surveys, Parts 1 and 2. A bibliography is included.) (DB)

ED 097 929 JC 740 423

*Amerson, Elaine M., Ed.*  
Speaking-Listening Instruction for the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Speaking-Listening Instructors, Winter 1974.

Southern Association of Colleges and Schools, Atlanta, Ga.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date May 74

Note—17p.; Workshop Report of the Higher Education Achievement Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Academic Achievement, Communication Skills, Compensatory Education Programs, \*Disadvantaged Youth, Higher Education, \*Junior College Students, \*Listening Skills, Low Ability Students, Post Secondary Education, \*Speech Instruction, Teaching Guides, \*Teaching Techniques, Workshops  
Identifiers—HEAP, \*Higher Education Achievement Program

Four essays based on workshop presentations are provided as being representative of the approaches to teaching communications in Higher Education Achievement Program Speaking-Listening during the past three years. They suggest a range of activities and an evolving philosophy of accommodating the student entering a compensatory program at the college level. The articles are by the speech instructors at designated HEAP centers. The first essay, by Ethel Young, details a particularly successful activity at Meridian (Mississippi) Junior College, the use of the journal. The second essay, by Orlando Taylor of Delgado (New Orleans) Junior College, elaborates on the approach a speech instructor might take in organizing a year's course. The third article, by Elaine Amerson of Kennesaw (Georgia) Junior College, also suggests organizational possibilities within a particular approach. All agree that the emphasis of the program is to be student centered, and that its success depends heavily on a strong student/instructor relationship. In the final essay, Christa Carvajal discusses some ways to build better listening skills. (Author/DB)

ED 097 930 JC 740 424

*Smith, Brenda D., Ed.*  
Reading Instruction for the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Reading Instructors, Fall 1973.

Southern Association of Colleges and Schools, Atlanta, Ga.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date May 74

Note—21p.; Workshop Report of the Higher Education Achievement Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Academic Achievement, Communication Skills, Compensatory Education Programs, \*Disadvantaged Youth, Higher Education, \*Junior College Students, Low Ability Students, Post Secondary Education, \*Reading Instruction, Student Motivation, \*Teaching Guides, \*Teaching Techniques, Workshops  
Identifiers—HEAP, \*Higher Education Achievement Program

Six papers presented at a Higher Education Achievement Program (HEAP) Workshop by reading instructors at junior colleges are provided. In two of the papers, Jeanette Wilkerson lists the objectives of the Meridian Junior College reading program and provides a general description of the mode of operation, and Brenda Smith explains the structure and daily feedback incor-

porated into the organization of the reading program at Kennesaw Junior College. In the other papers, Dan Kesterson first questions motivation as a point of focus. He suggests focusing on the cognitive rather than the motivational aspects of learning, thus making the reading tasks reinforcing in themselves. Lucienne LeBlanc stresses the need for the student to see himself as somebody and the need for the instructor to be aware of the different techniques of motivating students. Clara Rogers presents a specific technique, role playing with vocabulary, as a means of getting students to communicate and become aware of their relationship with others. (Author/DB)

ED 097 931 JC 740 425

*Whitley, Alice F., Ed.*  
Counseling the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Counselors, Fall 1973.

Southern Association of Colleges and Schools, Atlanta, Ga.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date May 74

Note—20p.; Workshop Report of the Higher Education Achievement Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Academic Achievement, Communication Skills, Compensatory Education Programs, \*Counseling Effectiveness, \*Counseling Programs, \*Disadvantaged Youth, Guides, Higher Education, \*Junior College Students, Low Ability Students, Peer Teaching, Post Secondary Education, \*Student Personnel Services

Identifiers—HEAP, \*Higher Education Achievement Program

Papers by several counselors who participated in a workshop for the Higher Education Achievement Program (HEAP) counselors, in October 1973, are provided. The papers are: "Higher Education Achievement Program Counseling" by Alice F. Whitley; "Use of Surveys in HEAP Education Class" by Cynthia Lee and Jack Selzer; "Communicating in the Small Group" by Virginia M. Tatum; "The Kittrell College Peer Tutoring Program" by Carolyn McCollum and Charles Williams; "Two Kinds of Student Services" by Elouise Alston and George Williamson; "Planning for Positive Experiences" by Henry E. S. Granger; and "The HEAP Counseling Program at S. D. Bishop State Junior College" by Alice F. Whitley and Ervin Thornton. (DB)

ED 097 932 JC 740 426

Vocational Follow-up Report Students Completing Programs—Fall 1972 and Spring 1973.

Southwestern Coll., Chula Vista, Calif.

Pub Date 74

Note—77p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—College Role, Community Colleges, Data Collection, \*Followup Studies, \*Graduate Surveys, \*Institutional Research, Participant Satisfaction, Post Secondary Education, \*Program Evaluation, Questionnaires, Tables (Data), Technical Reports, \*Vocational Education, Work Experience

Identifiers—California, \*Southwestern College

Data collected in a comprehensive followup study of students completing vocational programs at Southwestern College in 1972-73 are provided. Questionnaires were sent to 411 students, representing 4 departments and 28 different vocational programs; responses were received from 163, or 40 percent of those completing the programs. The questionnaires asked for information as to the graduates' present status in terms of employment, school, etc. In addition, the respondents evaluated their vocational programs for quality of instruction, availability of materials, etc. Southwestern College as a whole was evaluated in the areas of reputation in the community, general education, instruction, counseling, and placement services. Major findings of the study were: (1) of the graduates, 60 percent were employed full-time, 27 percent were attending school full-time, 4 percent were unemployed and seeking work, and 24 percent were attending school part-time; (2) of those employed, 77 percent were in an occupation for which they were trained or which was related to their training; 26

percent were employed in their current position prior to attending Southwestern; (3) of those not previously employed, counselors and instructors helped 15 percent find employment, and the placement office helped 1 percent; (4) 75 percent of the students felt that their experience at Southwestern was useful in their job performance, 60 percent felt it was useful in finding jobs, and 49 percent felt it useful in securing job promotions; and (5) the college's vocational program as a whole received high ratings from the graduates. (The study data are presented on Vocational Followup Report and Placement Data forms. A copy of the Vocational Questionnaire is included.) (DB)

ED 097 933 JC 740 427

*MacDougall, Allan*

Transfer Follow-up Study: Students Graduating Jan., June, and Aug. 1973.

Southwestern Coll., Chula Vista, Calif.

Pub Date Oct 74

Note—98p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—College Role, Community Colleges, Data Collection, Educational Interest, \*Followup Studies, \*Graduate Surveys, Higher Education, \*Institutional Research, Participant Satisfaction, Post Secondary Education, \*Program Evaluation, Questionnaires, Tables (Data), Technical Reports, \*Transfer Students, Work Experience

Identifiers—California, \*Southwestern College

Followup questionnaires were sent to 372 students who had graduated from liberal arts and science programs at Southwestern College in 1973, in order to determine their status in relation to education and employment, to rate their experience at Southwestern and at their current institutions as to instruction, counseling, facilities, materials, student activities, etc. Positive and negative comments relating to Southwestern College were also solicited. Questionnaires were returned by 217 (58 percent) of the graduates, representing students from 33 instructional programs and 13 departments. Major findings of the study showed that: (1) of the graduates, 59 percent were attending school full-time, 18 percent were attending school part-time, 17 percent were not attending school but planned to continue, and 3 percent were not attending nor did they plan to; (2) of those attending school, 72 percent were attending San Diego State, 18 percent were attending Southwestern College, and 16 percent were attending 21 other schools; (3) 32 percent were employed full-time, and 37 percent were employed part-time; (4) 34 percent were employed in an occupation for which they were trained or one related to their training, and 66 percent were employed in occupations unrelated to their training; (5) the college's program as a whole received relatively high ratings; and (6) overall ratings of Southwestern College compared favorably with ratings of San Diego State University. (The study data are provided in tables, Transfer Followup Report forms, and respondents' comments. A copy of the questionnaire is included.) (DB)

ED 097 934 JC 740 428

The Academic Performance of Missouri Junior College Transfer Students at the University of Missouri-Columbia.

Missouri Univ., Columbia.

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Academic Achievement, College Students, \*Comparative Analysis, Dropout Rate, \*Grade Point Average, Higher Education, Junior College Students, Persistence, Post Secondary Education, Statistical Data, \*Student Evaluation, Tables (Data), Technical Reports, \*Transfer Students, Universities

Identifiers—Missouri, \*University of Missouri Columbia

To ascertain the academic performance of Missouri junior college transfer students at the University of Missouri-Columbia, two student populations were compared. The first population was 383 junior-college students who transferred to the University of Missouri-Columbia for the fall 1971 semester. Students (278) who transferred to the university from Missouri four-year colleges for the fall 1971 semester comprised the second population. The two populations were

compared on academic entry patterns, persistence, and academic performance (GPA and attrition) from the time of the students' enrollment through the 1973 winter semester. The data were analyzed by statistical techniques. The study data, which are tabulated, show: (1) 80.68 percent of the junior college sample enrolled in the College of Administration and Public Affairs, College of Agriculture, College of Arts and Science, and College of Education; 85.24 percent of the four-year sample enrolled in the College of Arts and Science, College of Education, College of Agriculture, and College of Home Economics; (2) 40.20 percent of the junior college sample failed to continue their enrollment even though they were academically eligible; (3) 24.02 percent of the junior college sample were suspended or dismissed for academic reasons; (4) on honor-roll eligibility, there were significant differences between the two samples for the 1971 fall and 1972 winter semesters; there were no significant differences between the two samples for the 1972 fall and 1973 winter semesters; (5) a higher percentage of the junior college sample completed graduation requirements than the four-year sample did; and (6) there was a significant difference between the 1971-72 cumulative grade point averages of the two groups, but there was no significant difference between the 1972-73 cumulative grade point averages. (DB)

ED 097 935 JC 740 429

Smalley, Susan Field, Comp.  
Study of Missouri Junior/Community College Transfer Students.

Missouri Univ., Kansas City.

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Community Colleges, Data Collection, Higher Education, \*Junior College Students, Longitudinal Studies, Persistence, Post Secondary Education, Statistical Data, \*Student Evaluation, Tables (Data), Technical Reports, \*Transfer Students, Universities

Identifiers—Missouri, \*Missouri University Kansas City

Data collected in a longitudinal study made to determine the academic performance of Missouri junior/community college transfer students during a four-semester period at the University of Missouri-Kansas City are presented in tables. The data are divided into three areas of the transfer pattern: academic entry pattern, including GPA by group, sex, semester, and transfer shock; the attrition pattern; and the persistence pattern by academic division, sex, and age. The data are based on 235 students who transferred from six Missouri junior colleges in the fall of 1971, and completed at least the fall semester. Individual student files, student transcripts, and the Data Processing Center at the university were the data sources. Students were divided into four groups, based on their number of transfer hours. Results of the study showed that by the spring of 1973, 66 students from the original transfer population had earned B.A. degrees. Of the 76 students who transferred from the junior colleges with an A.A. degree, 31 students (41 percent) earned the B.A. degree by the spring of 1973. (DB)

ED 097 936 JC 740 430

Study of Missouri Junior College Transfer Students.

Missouri Univ., Rolla.

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Academic Achievement, Grade Point Average, Higher Education, \*Junior College Students, \*Persistence, Post Secondary Education, Statistical Data, \*Student Evaluation, Tables (Data), \*Transfer Students, Universities

Identifiers—Missouri, \*Missouri University Rolla

Data are tabulated for a study made to ascertain the academic performance of the Missouri junior college transfer students at the University of Missouri-Rolla. The study population was junior college students who transferred to the university in the fall 1971 semester. The students are grouped according to the number of hours completed prior to transfer. Areas studied were persistence and academic performance (grade point average, attrition, and eligibility for honor roll) from the fall 1971 semester through the winter 1973 semester. (DB)

ED 097 937

JC 740 431

Kester, Donald L.

The Community College Counselor Is the College's Primary Institutional Leader in the "Cooling Out" Process.

Pub Date Nov 74

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Education, \*Career Planning, \*Community Colleges, \*Counselor Functions, Post Secondary Education, Questionnaires, \*Student Attitudes, Tables (Data), Technical Reports

Identifiers—\*Cooling Out Process, \*Nor Cal Attrition Study

The role of the counselor in helping the community college student redefine his occupational and educational future is discussed, and data from the Nor Cal Attrition Study are provided. An analysis of the data showed that the counselor is the institutional leader in the "cooling out" process. Tables provide the study data, and appendixes present tabulations of Response to Question 17 of the Nor Cal Co-operative Research Questionnaire, Phase II and III 1969-70 (Which of the following people would you rely on most for advice about school or job plans?), lists of participating colleges in Nor Cal Phase II and III, and the final report of the Nor Cal Study consisting of data from the two phases of the study. (DB)

ED 097 938

JC 740 432

MacDougall, Allan

Disadvantaged-Handicapped Identification and Supportive Service Delivery System, Southwestern College, Spring 1974.

Southwestern Coll., Chula Vista, Calif.

Pub Date 30 Aug 74

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Ancillary Services, College Students, \*Community Colleges, \*Disadvantaged Youth, Evaluation Criteria, \*Handicapped Students, Information Systems, Institutional Research, Post Secondary Education, Student Characteristics, Student Evaluation, \*Systems Approach, Tables (Data), Technical Reports, Vocational Education

Identifiers—California, \*Southwestern College

A system of identification and notification designed and implemented at Southwestern College to speed supportive services to the disadvantaged and handicapped students in vocational programs is discussed. The system is comprised of the following procedures: (1) Self-identification (Student Services Information Form filled out by each student at registration or readmission); (2) Computer Processing and Identification (student master file record); (3) Criterion for Establishing Disadvantages (economic, social-cultural language, academic, handicapped); (4) Reports and Worksheets; (5) Descriptive Data; (6) Supportive Services; and (7) Evaluation. Data obtained are illustrated by tables, and appendixes provide the Student Services Information Form and the Counseling Worksheet for Disadvantaged Students. (DB)

ED 097 939

JC 740 433

Deal, Willard M., Jr. And Others

An Analysis of Current Grade Point Averages of Employed Full-Time Students at Wilkes Community College.

Pub Date Dec 73

Note—62p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*College Students, \*Community Colleges, Comparative Analysis, \*Grade Point Average, Post Secondary Education, Practicums, \*Student Employment

Identifiers—North Carolina, \*Wilkes Community College

This study was conducted to ascertain the effects of employment on the academic performance of community college students. The grade point averages of 830 full-time students at Wilkes Community College (North Wilkesboro, N.C.) were analyzed to determine: (1) if working students' GPA's differed significantly from those of the total student population and from those of

nonworking students; (2) if working a specified number of hours per week produced significant differences in GPA's; (3) if specific academic loads produced significant differences in GPA's among working students; (4) if working students in various degree programs obtained significantly different GPA's; (5) if working females made significantly different GPA's than working males; (6) if working freshmen made significantly different GPA's than working sophomores; and (7) if single working students made significantly different GPA's than married or other working students. From the data analyzed, it was concluded that at the .05 level of significance: (1) working students carrying an academic load of 12 to 15 credit hours and working 40 or more hours per week made higher GPA's than students with the same academic load working from 27 to 39 hours per week; (2) working students enrolled in the College Transfer program and working from 14 to 26 hours per week made higher GPA's than did those in this same program working 40 or more hours per week. No significant differences were found in the other comparisons. (Author/DB)

ED 097 940

JC 740 434

MacDougall, Allan

Completion and Performance of Ethnic Groups in the English Department at Southwestern College as Compared with All Other Departments, Fall 1973 and Spring 1974.

Southwestern Coll., Chula Vista, Calif.

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, College Students, \*Community Colleges, Comparative Analysis, \*Dropout Research, \*English Education, \*Ethnic Groups, Grades (Scholastic), \*Mexican Americans, Post Secondary Education, Tables (Data), Technical Reports

Identifiers—California, \*Southwestern College

Tabulations are provided of the results of studies carried out in the fall of 1973 and spring of 1974 comparing the English grades of day and evening students of the various ethnic groups with those in all departments of Southwestern College. Both studies showed that: (1) Mexican/Americans attempt a significantly greater proportion of English classes than do Anglos; (2) Mexican/Americans have a significantly lower level of performance in the English classes as compared with the overall performance of Mexican/Americans in other classes; and (3) Anglo students have a significantly higher level of performance in English classes than Mexican/Americans. Changes noted in the spring 1974 study were that whereas the fall 1973 study showed no significant differences in the withdrawal rates of Mexican/Americans from English classes as compared with Anglos and with Mexican/Americans in other classes, in the latter study, Mexican/Americans withdrew at a significantly greater rate in both comparisons. (DB)

ED 097 941

JC 740 435

Analysis of the Need for Reduction in Force of Professional Personnel.

Grays Harbor Coll., Aberdeen, Wash.

Pub Date Mar 73

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*College Administration, College Faculty, Community Colleges, Comparative Analysis, \*Financial Problems, \*Institutional Research, Job Layoff, Post Secondary Education, \*Student Teacher Ratio, Systems Approach, Tables (Data), \*Teacher Dismissal, Technical Reports

Identifiers—\*Grays Harbor College, Washington

Results of a self-study made of the institutional planning and management of Grays Harbor College are provided. The study utilized the Systems Evaluation Applied to Renewal and Change (SEARCH) program. An analysis of the general application of the funding formula, as used in the community college system in Washington, discusses instruction funding, libraries funding, plant maintenance and operations funding, student services funding, and Administration funding. The major staffing difficulty, relative to available funds, was in the area of teaching personnel; thus, an analysis was made of the statewide average student/faculty ratio as compared with the student/faculty ratio by instructional

division of the college. The results of the SEARCH study are presented as to administrative conclusions and decisions, major criteria to be utilized, and expected effect on the curriculum (Life Science Division, Business Administration Division, English-Speech Division, Health and Physical Education Division, Social Science Division, Science and Mathematics Division, Humanities Division, Vocational Division, and Administration Division). Appendices present: A. Financial Analysis for 1973-1974; B. chart of State General Fund-Dollars per FTE; C. Non-teaching Professional Personnel MIS-6, Community College System; D. Community College Librarians; E. Community College Counselors; F. System Ratios of Classified Employees to FTE; G. and H. copies of correspondence; I. Comparison of Overall GHC Divisional Faculty/Student Ratios to Appropriate Clusters of State Over-all Faculty/Student Ratios, Tenure Regulations, and Academic Employee Reduction Procedure. (DB)

**ED 097 942** JC 740 436  
MacDougall, Allan

A Study of Students Completely Withdrawing from Southwestern College, Fall 1973. (Parts I and II).

Southwestern Coll., Chula Vista, Calif.

Pub Date Apr 74

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Charts, \*College Students, \*Community Colleges, \*Dropout Research, \*Factor Analysis, \*Institutional Research, Persistence, Post Secondary Education, Tables (Data), Technical Reports

Identifiers—California, \*Southwestern College

Conducted as part of a continuing effort to understand the nature of persistence and withdrawal at Southwestern College, this study focused on the student who signs up for classes, is active on the census date, but completely withdraws from school before the end of the semester. The study provides the following: (1) the descriptive statistics, the number and percentage of those withdrawing; (2) factors associated with withdrawal; (3) replication/validation of findings from earlier studies; (4) comparisons between Southwestern College and California state-wide coverage; and (5) data to make longitudinal comparisons. Results of the study, which are tabulated and charted, show: (1) withdrawal rates at the college have remained essentially the same for the past 10 years; (2) the withdrawal rates for the college for fall 1973 are essentially the same as the average reported for 32 California community colleges for the same semester; (3) differences in sex, marital status, number of units completed, full- or part-time status, educational objective, transfer goal, and financial aid affect withdrawal and persistence rates; (4) there are no significant differences in withdrawal rates based on ethnic background; (5) the factor most strongly related to persistence is financial aid; (6) part-time students withdraw at a rate five times greater than full-time students; (7) full-time students with no specific departmental major are twice as likely to withdraw as those with a major; (8) certain departments have higher persistence rates among full-time day students who are majors, whereas other departments have lower persistence rates among majors; and (9) there is a direct relationship between the number of units taken and the rate of persistence. (DB)

**ED 097 943** JC 740 437

Fourth Annual Report and Recommendations of the Maryland State Board for Community Colleges.

Annapolis

Pub Date 73

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Annual Reports, \*Community Colleges, Construction Programs, Curriculum Development, Educational Finance, Legislation, \*Master Plans, Post Secondary Education, State Aid, \*State Boards of Education, \*State Colleges, Student Characteristics, Transfer Policy

Identifiers—\*Maryland

This annual report of the Maryland State Board for Community Colleges covers the period July 1, 1972 through June 30, 1973. The chapters of the

report are: 1. Academic Affairs—New Programs, Transfer Policy, and Community Services; 2. Enrollment—Student Characteristics; 3. Finance; 4. Capital Construction; 5. The Master Plan; and 6. Legislative Recommendations—Tuition Chargeback Plan; Increased State Aid for Community Colleges on the Basis of a Differential Funding Formula; Increased State Aid from \$700 to \$800 (from \$1,100 to \$1,200 for the Eligible Small Colleges) per Full-time Equivalent Student; Maryland's Student Financial Assistance Program Should Be Based upon the Recommendations Included in the Governor's Task Force on Student Financial Aid; and Amendments to Article 77A, Section 5(a) of the Annotated Code of Maryland. (DB)

**ED 097 944** JC 740 438

Federico, Joseph J.

A Staff Development Model for Student Personnel Services.

Lehigh County Community Coll., Schnecksville, Pa.

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—College Programs, \*Community Colleges, \*Inservice Education, \*Models, Post Secondary Education, Professional Personnel, \*Staff Improvement, \*Student Personnel Workers, Technical Reports

Identifiers—\*Lehigh County Community College, Pennsylvania

The need for staff development as a means of facilitating professional and personal growth is explored. A model for staff development which is relevant and effective for student personnel services is presented. The characteristics and processes of a viable growth model are identified and discussed. (Author)

**ED 097 945** JC 740 439

Koltai, Leslie

Building a Bridge of Communication.

Pub Date 1 Oct 74

Note—14p.; Speech given before the Multi-College Conference sponsored by the California Junior College Association (San Jose, California, Sept. 30-Oct. 1, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Administrator Guides, \*Administrator Responsibility, \*Chief Administrators, \*Communication Skills, \*Community Colleges, Post Secondary Education, Speeches

For the community college administrator to achieve consistently good communication, he should follow a pattern of experimentation which includes: (1) a review of past presentations, (2) inquiry following a presentation as to what information was felt to be most valuable, and (3) reevaluate the presentation. When preparing a presentation, the administrator should consider the following questions: Why are you making the presentation? Who is the presentation being made to? What are you attempting to communicate? When should you communicate? How should you communicate? The answers to these questions will provide the key to the administrator's educational blueprint. (DB)

**ED 097 946** JC 740 440

Decker, Dwight F. And Others

Applicability of ACT Scores to the Prediction of Success in Business, Mathematics, and Science Courses at Rhode Island Junior College.

Pub Date 20 Jul 74

Note—42p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Academic Achievement, Data Analysis, \*Grades (Scholastic), \*Junior College Students, Post Secondary Education, Practicums, \*Predictive Validity, Statistical Data, \*Test Results

Identifiers—ACT Scores, Rhode Island, \*Rhode Island Junior College

To determine whether a relationship existed between ACT composite scores and academic success in courses in Accounting I, Quantitative Business Analysis I, and Physical Science at Rhode Island Junior College, random samples of ACT scores of about 70 students in each course were studied. To establish predictability, correlation techniques were used. Results of the study

showed Pearson-Product-Moment correlation coefficients of 0.47 for Accounting I, 0.27 for Physical Science, and 0.24 for Quantitative Business Analysis I. Using statistical analysis, the relationships were found to be moderate, low, and nil, respectively. Tables and figures present the study data. Three appendices are included, as follows: A. Physical Science Data, B. Quantitative Business Analysis I Data, and C. Accounting I Data. (DB)

**ED 097 947** JC 740 441

KOCE-TV Needs-Assessment Surveys. Television Students' TV Viewing Log Report, Fall 1973-74, Spring 1973-74.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Oct 74

Note—103p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

**POSTAGE**

Descriptors—College Curriculum, \*College Students, \*Community Colleges, Demography, \*Educational Television, \*Institutional Research, Post Secondary Education, Questionnaires, Surveys, Tables (Data), Technical Reports, \*Television Viewing

Identifiers—California, \*Coast Community College District

The television viewing habits of television students enrolled in a psychology course or an anthropology course were studied by means of a TV viewing log. In addition to the log, a demographic questionnaire was also filled out. This report is comprised of the data collected during the study, which is presented in 69 tables. Six appendices provide: Viewing Log, Letter of Invitation; Letter Accompanying First Viewing Log; Letter Accompanying Second Viewing Log; Viewing Log Instructions (Accompanying Both Viewing Logs); Demographics Form Accompanying First Viewing Log; and Sample Page from Seven-Page Viewing Log. (DB)

**ED 097 948** JC 740 442

Baber, Lewis E.

A Study of How Richmond Technical Institute Can Improve the Quality of Technical and Vocational Teaching with a More Defined Accountability Program and Possible Steps to Encourage Educators to Be More Receptive to Accountability.

Pub Date 20 Apr 74

Note—41p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Administrator Attitudes, Community Colleges, \*Educational Accountability, \*Institutional Research, Post Secondary Education, Practicums, Surveys, Teacher Attitudes, \*Technical Education, \*Technical Institutes, \*Vocational Education

Identifiers—North Carolina, North Carolina Community College System, \*Richmond Technical Institute

This is a study of educational accountability at Richmond Technical Institute. The primary purpose of this study was to devise a systematic method in which the institute could become more accountable, both externally to Richmond County and internally to its students. The paper examines the problems of developing an accountability model. In addition to the formal research of related literature, data were collected in a telephone survey of 14 technical institutes and community colleges in the North Carolina Community College System. Another instrument used was a checklist-type opinionnaire given to instructors and administrators at the institute. Analysis of the opinionnaire data showed a pronounced difference of opinions among instructors and administrators. These differences could be attributed to their understanding or lack of understanding of the term "accountability." Implementing a program of accountability at the Richmond Technical Institute will require changes in traditional educational attitudes. (Author/DB)

**ED 097 949** JC 740 443

Blai, Boris, Jr.

Is It Really a Better Technique? Research

Memorandum.

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Nov 74



Note—5p.; Adapted from ERIC Topical Paper, No. 6, March 1969 (Aiken Connor), ERIC Clearinghouse for Junior Colleges

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Comparative Analysis, Guides, Post Secondary Education, \*Reliability, \*Research Methodology, \*Statistical Analysis, \*Test Results

Identifiers—\*Median Test

An easy-to-use plan that offers the accuracy and objectivity of statistics without the complexities is described. The plan is an adaptation of a general statistical procedure called the Median Test. The 10-step computation of the Median Test is given. An appendix discusses the "median." (DB)

ED 097 950 JC 740 444

Piazza, Charles J.  
Learning Resource Program for Two-Year Colleges: A State of the Art.

Pub Date 73

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Community Colleges, Educational Technology, \*Instructional Materials Centers, \*Junior Colleges, \*Library Programs, Post Secondary Education, \*Resource Centers, Technical Reports

Identifiers—\*Learning Resource Program

The new approach to library services in the two-year college, called the "learning resource program," focuses on the improvement and self-discovery of the individual student. Learning resource programs must be selective and discretionary about the type and amount of hardware and software available for learning activities. The learning resource programs contain many of the fundamental services that enhance learning, along with newer media and information retrieval that assist in implementing the philosophy and programs of the individual two-year college. The nature of the learning resource program insures and accounts for flexibility. Traditionally, educators have always controlled student academic behavior, but today researchers are encouraging librarians and faculty to merge, thereby sharing and equalizing their roles. Learning resource programs operate most effectively if they maintain the characteristics of adaptability, flexibility, and implementation. Realistically, however, since two-year institutions have proportionately smaller enrollments, it is difficult for them to build up substantial acquisitions. As compensation for this, it is suggested that two-year institutions develop cooperative arrangements with neighboring libraries, colleges, and communities. Since learning resource programs reflect curriculum and curriculum reflects students' needs, the amounts and types of technology used are predicted to grow in the future. (An annotated bibliography of 70 entries is provided, as is a list of organizations that responded to letters of inquiry.) (DB)

ED 097 951 JC 740 445

MacDougall, Allan

Southwestern College Tutoring Evaluation, Spring 1974.

Southwestern Coll., Chula Vista, Calif.

Pub Date Aug 74

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, \*College Students, \*Community Colleges, Ethnic Groups, \*Institutional Research, Post Secondary Education, \*Program Evaluation, Statistical Data, Student Attitudes, Student Characteristics, Tables (Data), Technical Reports, \*Tutoring

Identifiers—California, \*Southwestern College

The results of a study of the effect of the tutoring program on the academic performance of 351 students at Southwestern College during the spring 1974 semester are provided, and feedback and comments about the tutoring program are given. Tables show the descriptive, performance, and subjective data for all tutoring, tutoring by departments and classes, and tutoring for Anglo and Mexican/American ethnic groups. Appendixes are: A. Student Profile Card/Tutoring Center and B. Tutoring Evaluation form. (DB)

ED 097 952

Handelman, Chester

Academic Grade Inflation at Broward Community College.

Pub Date 23 Jun 74

Note—37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Achievement, Academic Standards, \*College Students, \*Community Colleges, \*Grades (Scholastic), \*Grading, Post Secondary Education, Practicums

Identifiers—\*Broward Community College, Florida

This practicum examines the phenomenon of academic grade inflation which has occurred in recent years in many two- and four-year institutions of higher education. After a review of the literature, possible grade inflation at Broward Community College in Fort Lauderdale, Florida is examined. The research clearly indicates that very significant grade inflation has taken place at the college, both in the Social Science Division, in particular, and in the college at large. Many reasons why this has occurred are indicated. Recommendations are made that student grading conform more closely with academic achievement, and explanations of why this should be done are offered. At the same time, allowance and accommodation for the underprepared student are recognized. Limited innovative teaching techniques are suggested in order to help such students, including individualized instructions. Perhaps a no-fail or pass-fail evaluation system might be in order. The public demands that students achieve academically if they are to receive academic credentials to that effect. (Author/DB)

ED 097 953 JC 740 447

Follow-up Survey of Students at Eastern Arizona College.

Eastern Arizona Coll., Thatcher.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Pub Date Jan 74

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*College Students, \*Dropout Research, \*Followup Studies, \*Junior Colleges, Post Secondary Education, Program Evaluation, Student Attitudes, Surveys, Technical Reports, \*Transfer Students, Vocational Education

Identifiers—Arizona, \*Eastern Arizona College

A followup study was conducted of all students who had enrolled full-time with 12 or more units at Eastern Arizona College since 1968. Two mailings of questionnaires were carried out, the first to 2,432 former students and three weeks later, the second to 1,935. In addition, interviews were carried out with selected students. The questionnaire, telephone, and personal interviews were designed to answer the following questions: (1) What were the reasons students terminated their enrollment at the college? (2) Were the educational experiences received at the college subsequently useful in their career preparation? (3) What improvements are needed in the college's supportive services? (4) To what extent are former students utilizing their educational experiences obtained at the college? and (5) What problems were encountered by students entering full-time employment or transferring to other colleges and universities? The returned questionnaires were divided into three program categories—Vocational, Transfer, and General. The data are provided in 29 tables and 10 figures. Two general conclusions resulting from the study were: (1) the respondents in the General category tended to rate their experiences at the college lower than those in the Transfer and Vocational categories; and (2) a higher percentage of the college's students transfer than was anticipated, and transferability of courses presents a problem. (Appendixes provide: Demographic Information, Job Descriptions, the Questionnaire, and Respondent Comments.) (DB)

JC 740 446

PS

ED 097 954

PS 007 157

Kirchner, Elizabeth P. Vondracek, Sarah I.

An Assessment Inventory for the Day Care Child. Volume I: Background, Development and Sample. Center for Human Services Development, Report No. 14.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Report No.—PSU-CHSD-R-14

Pub Date Jun 72

Note—243p.; For other reports in this series, see

PS 007 154-PS 007 164

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—\*Childhood Needs, Cognitive Development, \*Day Care Services, \*Educational Assessment, Emotional Development, Evaluation Methods, Individual Development, Language Development, \*Measurement Techniques, Motor Development, Preschool Evaluation, \*Preschool Tests, Social Development, Visual Discrimination

This is the first of a two volume report on a Day Care Inventory designed to assess the day care child's understanding of his physical, social, and personal world. Theoretical and research literature on the development of the child, the available assessment techniques, and the results of an initial survey regarding day care objectives were the three major inputs used to determine decisions regarding what aspects of the child's cognitive, social, and emotional development were to be assessed. The present volume discusses the background and development of the inventory and describes the assessment staff and the sample of Pennsylvania day care children utilized in the field evaluation of the inventory. Central to the report is a detailed discussion of the theoretical and research background for each of the 15 activities or components which were used in the Inventory for a direct assessment of each child. (CS)

ED 097 955

PS 007 163

Kirchner, Elizabeth P.

An Assessment Inventory for the Day Care Child. Volume II: Field Evaluation and Preliminary Findings. Center for Human Services Development, Report No. 25.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Report No.—PSU-CHSD-R-25

Pub Date Jun 73

Note—199p.; For other reports in this series, see

PS 007 154 - PS 007 164

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Age Differences, \*Behavior Rating Scales, Creative Development, \*Day Care Programs, \*Evaluation, Language Development, \*Measurement Techniques, Motor Development, Observation, \*Preschool Tests, Problem Solving, Racial Differences, Self Concept, Sex Differences, Social Development, Visual Discrimination

This is the second of a two volume report of a Day Care Inventory. The author presents an evaluation of the inventory and make recommendations for changes, deletions and additions so that more satisfactory measures will be available for use in the study of the impact of day care on child development. The evaluations are based upon the findings from 282 day care children in Pennsylvania. The Day Care Inventory contains sixteen separate assessment components; these measures can be used to assess the development of preschool children in the following areas: (1) problem solving; (2) creativity; (3) sensory experience; (4) language; (5) gross motor skills; (6) visual discrimination; (7) social development and skills; (8) self esteem; (9) self concept; and (10) affective behavior. The format for each component evaluation includes a test description, discussion of the administration and scoring, a report of the findings, and a summary containing recommendations. (SDH)

ED 097 956 PS 007 164

Cohen, Allan S. And Others

**Determining a Sufficient Sample Size for Analysis of Mail Questionnaire Data.** Center for Human Services Development, Report No. 33.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Report No.—PSU-CHSD-R-33

Pub Date [73]

Note—111p.; For other reports in this series, see PS 007 154 - PS 007 164

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Certification, Data Analysis, \*Data Collection, \*Day Care Programs, Enrollment, Ethnic Distribution, \*Mathematical Models, Negro Youth, Prediction, \*Questionnaires, \*Trend Analysis

Identifiers—Pennsylvania

This paper presents the description and several applications of a model which can be used to determine how long a researcher must wait for the return of completed mail questionnaires to be sure the data collected reflect the true values of the parameters of interest. This model proposes to fit two linear time trend lines to a set of mailed questionnaire data. Application of the model provides an estimate of the intersection point during the time period at which the estimate of the parameter has stabilized. It is at the stabilization point that the researcher can be relatively confident that his estimates do not differ significantly from those which he would make were he to wait for additional returns to be received. To illustrate the application of this model, questionnaires were sent to 1,120 child care centers in Pennsylvania. Nine weekly subsamples of the 545 returned questionnaires were analyzed according to the model to estimate the average maximum allowed enrollment, the proportion of centers either licensed or approved, and the proportion of centers reporting Black children in attendance. Also, the appendices contain analyses of the data from each of twenty categories of information contained in the questionnaire. (SDH)

ED 097 957 PS 007 402

Decarie, Therese Gouin

**Perceptual Constancy and Object Permanency.**

Montreal Univ. (Quebec).

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date Aug 73

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior Patterns, Behavior Rating Scales, \*Developmental Psychology, Discrimination Learning, \*Infant Behavior, \*Intellectual Development, Learning Processes, Motor Development, \*Reactive Behavior, Self Expression, Stimulus Behavior, Verbal Communication, Visual Stimuli

Identifiers—Object Permanency, \*Piaget (Jean), Stranger Reaction

The research reported in this symposium paper attempts to underline a Piagetian distinction concerning object concept which has tended to be ignored by psychologists working along Piagetian lines. More specifically, this research tested the hypothesis that intellectual development plays a role in the development of stranger reactions. The subjects were 32 middle-class infants from 31-57 weeks of age, with four boys and four girls in each of the four age groups averaging 32, 40, 48, and 56 weeks. The observed behavior of the infant in the presence of a stranger was classified into three main categories; positive, negative, and mixed reactions. Responses were coded +, -, or 0 along the following dimensions: fine and gross motor activity, facial expression, and vocal behavior. The comparison between the results obtained on the human object scale and on the causality scale were coherent with Piaget's theory, which holds that the premanency of the object is the fundamental concept which determines the notions of space, causality, and time. (CS)

ED 097 958 PS 007 424

Zimiles, Herbert

**A Radical and Regressive Solution to the Problem of Evaluation.**

Pub Date Jun 73

Note—12p.; Paper presented at the Meeting of the Minnesota Round Table in Early Childhood Education (Wayzata, Minnesota, June 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Affective Tests, \*Classroom Environment, Classroom Observation Techniques, Classroom Research, Cognitive Processes, Conceptual Schemes, \*Early Childhood Education, Educational Objectives, \*Evaluation Methods, \*Evaluation Needs, Models, \*Preschool Programs, Social Maturity

This paper reviews two major advances in preschool evaluation strategy that developed as a result of trying to evaluate Head Start, and proposes another evaluation approach. The first advance in evaluation procedure was to conceive educational objectives in terms of processes rather than products; that is, there was a shift from achievement tests to tests of cognitive process based on Piagetian problem-solving tasks. The second evaluation advance was to recognize the importance of comprehensiveness by extending evaluation content to include affective and social as well as cognitive processes. The alternative plan proposed in this report entails systematic and comprehensive evaluation of the child's school environment, to be followed by a theoretical analysis of the potential impact of his school experience. This approach represents a shift in emphasis from the assessment of impact on children to the assessment of the antecedent condition, the classroom environment. To implement such an approach to the evaluation of early childhood education programs, there is a need to explicitly formulate propositions regarding how and why preschool programs should work. On the basis of such a framework, methods must be devised for moving into a classroom and reliably describing, in quantitative terms wherever possible, the salient dimensions of its environment and its interactions. (CS)

ED 097 959 PS 007 425

Selman, Robert L.

**A Developmental Approach to Interpersonal and Moral Awareness in Young Children: Some Theoretical and Educational Perspectives.** First Draft.

Pub Date 20 Jun 74

Note—33p.; Paper presented at the National Seminar of the American Montessori Society (Boston, Massachusetts, June 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Children, \*Cognitive Development, \*Developmental Psychology, Educational Practice, Empathy, Identification (Psychological), \*Interpersonal Relationship, \*Moral Development, Moral Values, Perception, Self Concept

Identifiers—\*Piaget (Jean)

This paper deals with some of the social and educational implications of Piaget's concept of "stages", (as formulated in structural-developmental psychology) and focuses on a basic aspect of interpersonal cognition—social perspective-taking ability. The analysis emphasizes the structure of social understanding rather than the content, the ability to conceive of subjective perspectives rather than the accuracy of person perception. From a longitudinal study of children, aged four years through young adulthood, four levels of interpersonal perspective-taking in children prior to adolescence are identified: (1) egocentric perspective-taking, (2) subjective perspective-taking, (3) self-reflective perspective-taking, and (4) mutual perspective-taking. In a second study, subjects responded to filmed, socio-moral dilemmas. On the basis of the responses, the levels of interpersonal perspective-taking were related to moral conceptions in children. The last half of the paper concentrates on the educational implications of the sequence of perspective-taking levels, particularly social-conceptual conflict and exposure to reasoning slightly above the child's own level. A peer-oriented developmental program for social education is presented, along with a description of the teacher's role in social education and some pilot research which evaluates the author's procedures. (CS)

ED 097 960 PS 007 430

Newsome, Barbara And Others

**Guidelines for Establishing a Family Day Care System.**

Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date 73

Note—60p.

Available from—Community Coordinated Child Care in Dane County, 2702 Monroe Street, Madison, Wisconsin 53711 (\$3.00; Wisconsin residents receive copies free but must submit a \$0.50 handling charge)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Agency Role, Ancillary Services, Coordinators, \*Day Care Programs, Equipment, \*Family Day Care, \*Family Environment, \*Family School Relationship, \*Guidelines, Parent Responsibility, Physical Environment, \*Program Development, Program Evaluation, Standards, Teacher Characteristics, Teacher Education, Teacher Recruitment

Written as a basic guide, this report of the Community Coordinated Child Care Committee of Dane County, Wisconsin, aims to assist people interested in establishing family day care systems in their own communities. Practical information is provided on the prime factors that should be taken into account in selecting the ideal physical location and the proper educational environment of family day care homes, along with a list of suggested guidelines for recruiting family day care teachers. The minimal standards of the model described in this report reflect both the necessary requirements for good developmental child care and what can reasonably be expected in the family day care system. Optimal standards reflect non-essential but important elements to include in a program for achieving the constant goal of improved care for children. A network of interrelationships and responsibilities involving the agency, the family day care teachers, and the natural parents is also outlined. The report highlights the general philosophy of the child care committee that a diversity of family day care systems is desirable to meet the needs of families and communities. Information given in the report is therefore applicable to family day care homes attached to day care centers, nursery schools or social service agencies. (CS)

ED 097 961 PS 007 450

Wagner, Mary M. Wagner, Marsden G.

**Training Child Care Workers in Denmark. I. Training Group Day Care Workers.**

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [73]

Note—18p.; For related documents, see PS 007 367 through PS 007 371

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adolescents, \*Child Care Workers, Children, \*Day Care Programs, Day Care Services, Exceptional Child Services, \*Foreign Countries, Government Role, History, Infants, Instructional Program Divisions, \*Program Descriptions, \*Student Characteristics, Student Personnel Services, Teacher Qualifications

Identifiers—\*Denmark, Seminars

As part of the training of group day care workers in Denmark, training programs have been developed for each of the seven different types of day care centers. The theoretical education for each program is provided in four seminars; practicum experiences occur in an actual day care facility. Each seminar trains students in the care of only one age group of children. They include: (1) creches—children from 0 to 3 years of age; (2) kindergartens—children from 3 to 7; and (3) free-time—children and adolescents from 7 to 18. A fourth seminar trains a selected group of experienced seminar graduates to be leaders of child care institutions or practicum teachers in day care centers. Individual curricula of the seminars are influenced by governmental laws regulating the number of hours of theoretical instruction in specific subject areas as well as practicum experience. Student-related topics examined in this report include selection, qualification, evaluation, organizations and job placement. Teacher qualifications and a description of some physical features of the facilities are also presented. Discussion of some train-

ing problems and implications of this training system for programs in the United States conclude the report. (SDH)

**ED 097 962 PS 007 455**

*Talbot, Felicity*

Open Education: Review of the Literature and Selected Annotated Bibliography. Reports in Education, No. 4.

McGill Univ., Montreal (Quebec). Faculty of Education.

Pub Date 73

Note—110p.

Available from—Faculty of Education, McGill University, Room 531, Education Building, 3700 McTavish Street, Montreal, Quebec, Canada H3C 3G1 (\$3.00, paper)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

**POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Literature Reviews, Nongraded System, \*Open Education, \*Open Plan Schools, Principals, School Space, Students, Teachers, \*Team Teaching

This monograph contains a review of the literature, a bibliography, and a selected annotated bibliography on three main areas of open education: the "open area" school, the "team teaching" school, and the "open" school. The emphasis is on the third area, "open schools." Bibliographic citations have been chosen from a variety of sources including books, magazines, unpublished conference papers, project reports, and Ph.D. and Ed.D. theses. (CS)

**ED 097 963 PS 007 461**

*Whitehurst, Keturah E.*

Techniques and Processes of Socialization of the Black Child.

Pub Date 17 Jul 72

Note—22p.; Paper presented at a meeting at the Institute in the Black Perspective (Washington, D.C., July 17, 1972); Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Cultural Awareness, Identification (Psychological), Language Usage, \*Negro Youth, \*Racial Attitudes, Racial Discrimination, Self Actualization, \*Self Concept, Social Development, \*Socialization, Values

Certain techniques have been found to be effective in the socialization process, and because these are basically learning principles they are tenable for socialization in any group, as socialization itself is a learning process. The peculiar differentiating aspects of group identity lie in the content (the particular values and goals espoused by the different groups), and style (their distinctive forms of expression) - not in the processes through which the groups achieved these values. Black Americans must use the same techniques that are presently used to socialize the Black child to the middle class white American value system, and re-connect the Black American with his own historical identity. Using all the known techniques of learning, from role-playing to story-telling, the processes of socialization for the black child must be filled with black ego-enhancing content. Black children must be taught the skills for exploding derogatory myths and critically analyzing written material - books, newspapers, and so-called scientific studies. They must be disciplined to careful study and to love of knowledge. Such a process of socialization for the black child toward a self-respecting, self-actualizing authentic person, demands an armament of ego defenses to serve as counteractives to the unrelenting stream of assaults by a sometimes inhospitable larger culture. (Author/CS)

**ED 097 964 PS 007 462**

*Whitehurst, K. E.*

Human Growth and Development.

Pub Date 17 Sep 70

Note—7p.; Paper presented at the Workshop for Paraprofessionals (Chesterfield County, September 1970); Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Child Development, \*Early Childhood Education, Heredity, \*Human Development, Intelligence Tests, Learning Processes, Maturation, Motivation, \*Nature Nurture Controversy, \*Paraprofessional School Personnel, Teacher Workshops

This brief overview of some aspects of human development aims to enable paraprofessionals

(teachers' aides) to work with teachers and children with greater understanding and effectiveness. Aspects discussed include heredity, IQ scores and learning ability assessment, principles of development, and principles of learning. (ED)

**ED 097 965 PS 007 465**

*Whitehurst, Keturah E.*

Children and the Creative Process.

Pub Date 19 Apr 74

Note—12p.; Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Child Development, \*Children, \*Creative Expression, \*Creativity, Dance, Environmental Influences, Imagination, \*Individual Characteristics, Self Actualization, Social Psychology

This article briefly reviews some of the psychological research literature defining and assessing creativity, and examines such questions as: (1) Does creativity simply emerge as the expression of the genius of a gifted elite? (2) Can it be taught? If so, how? (3) What conditions foster creativity? (4) Is it related to intelligence and academic success? and (5) What are the personality traits of the creative person? It is suggested that we must be rescued from our mechanical condition in society's economic production in order to be restored to the human condition of self-esteem. "Creative education" must become the watch word for humanistic educators so people can find sanctuary in their own creativeness and in their ability to achieve harmony within themselves and to communicate that harmony to other cultures and other nations. (CS)

**ED 097 966 PS 007 470**

*Crary, James O. And Others*

Your Rights as Parents of a Handicapped Child.

Co-Ordinating Council for Handicapped Children, Chicago, Ill.

Pub Date [69]

Note—42p.; Fifth Edition

Available from—Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605 (\$0.50, plus \$0.10 postage)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Deaf Children, Educationally Disadvantaged, Emotionally Disturbed Children, \*Federal Aid, \*Handicapped Children, Learning Disabilities, \*Legislation, Mentally Handicapped, Physically Handicapped, Public Policy, Socially Maladjusted, Social Services, \*Special Education, \*State Aid, Taxes, Vocational Rehabilitation

Identifiers—Co Ordinating Council for Handicapped Children, \*Parents Rights

This booklet provides information on the rights of parents of handicapped children (according to both Illinois and national laws) and describes services required by law for the handicapped child and the necessary steps to obtain these services. Definitions of various mental, physical, and emotional handicaps are given according to legal guidelines. The legal rights and services covered in the booklet are: (1) free public school education, (2) tuition reimbursement for attendance at private schools, (3) individual care grants to those parents whose child is on a waiting list for a state institution, (4) vocational rehabilitation and training services, (5) public aid for individuals over 21, (6) social security benefits, and (7) income tax exemptions for expenses incurred. References to sources in the law for these rights and services are included. (ED)

**ED 097 967 PS 007 471**

*Des Jardins, Charlotte*

How to Organize an Effective Parent Group and Move Bureaucracies.

Co-Ordinating Council for Handicapped Children, Chicago, Ill.

Pub Date [71]

Note—99p.

Available from—Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605 (\$1.50, plus \$0.10 postage)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

**POSTAGE**

Descriptors—\*Bureaucracy, Community Organizations, \*Handicapped Children, News Media, Organizational Development, \*Parent

Associations, \*Parent Participation, Parent Responsibility, \*Political Power, Special Education, Volunteers

Identifiers—Co Ordinating Council for Handicapped Children, \*Parent Power

This easy-to-read booklet for parents of handicapped children, contains information on how to organize parent groups to move bureaucracies toward providing better services for handicapped children. Included are suggestions for choosing effective leaders, lobbying for results, using various media, setting up classes in public schools or starting a private school, organizing a coalition, providing funds, and keeping the group together. Sample letters and numerous practical suggestions are given. Information on the Co-ordinating Council for Handicapped Children, a volunteer organization concerned with the special needs of handicapped children, is provided. (ED)

**ED 097 968 PS 007 480**

*Findlay, Jane And Others*

A Planning Guide to the Preschool Curriculum:

The Child, the Process, the Day.

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—424p.

**EDRS Price MF-\$0.75 HC-\$19.90 PLUS**

**POSTAGE**

Descriptors—Cognitive Development, \*Curriculum Guides, Curriculum Planning, Educational Objectives, Individual Instruction, Knowledge Level, Language Development, Motor Development, \*Preschool Curriculum, \*Programmed Units, Self Care Skills, \*Skill Development, Social Development, Social Reinforcement, \*Student Centered Curriculum

This guide to preschool curriculum planning presents a unit approach to preschool education and outlines 44 curriculum units. A discussion of methods and principles involved in the development of this curriculum stresses that it is the child, not the teacher, who determines curriculum. Four principles for good teaching are examined: preparing instructional objectives, task analysis, error-free learning, and the use of positive reinforcement. The objective of the curriculum is to help the teacher teach the basic facts and skills each child should know. The guide is divided into six areas of skill development: (1) fine motor, (2) gross motor, (3) social, (4) self-help, (5) language, and (6) cognitive. The sample units included in the guide contain activities in all the curriculum areas. A list of suggested books for young children and a music bibliography are also included. (SDH)

**ED 097 969 PS 007 481**

*Takanishi-Knowles, Ruby*

Federal Involvement in Early Childhood Education (1933-1973): The Need for Historical Perspectives.

Pub Date [74]

Note—49p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Day Care Services, \*Early Childhood Education, Educational Legislation, \*Federal Programs, Historical Criticism, Historical Reviews, Models, \*Policy Formation, Political Issues, Poverty Programs, \*Program Descriptions, Social Structure, Social Systems, Socioeconomic Influences, Working Women

The main purpose of this paper is to examine recurring themes which emerge from past federal programs in early education and to identify potential areas where critical historical research is necessary. The author, after a brief survey of federal involvement in early education from 1933 to 1973, suggests that the historical perspective might provide a critical context for policy decisions in early childhood education if future historical research would shift from a descriptive to an analytic level of inquiry. Numerous examples of such an analytic historical method are provided in the text, along with a variety of suggestions for further historical public policy research, such as the impact of early education on: (1) the lives of American children, (2) the development of the professional organizations, (3) public attitudes regarding early education, and (4) on the development of private institutions of early education. The task ahead for a 'new history' of the federal presence in early education lies not so much in the questions which



are raised but in the identification of alternative frameworks which organize the questions in relation to each other. (CS)

**ED 097 970** PS 007 488

*Odum, Richard D. And Others*  
**Adults Thinking the Way We Think Children Think, But Children Don't Think That Way.**  
Pub Date Mar 74

Note—3p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adult Development, \*Adults, \*Age Differences, Cognitive Development, \*Conservation (Concept), Developmental Psychology, \*Elementary School Students, Grade 3, Information Utilization, \*Problem Solving Identifiers—\*Piaget (Jean)

This paper presents a study which indicates that accurate performance on a simple conservation task need not be related to cognitive maturity. Twenty adults and 20 third graders were given three verbal problems, each requiring a same-different judgment and an explanation of that judgment. Only 3 adults were able to give correct judgments, while 19 of the children were able to do so. It was surmised that the adults were not able to ignore irrelevant information, and that careful attention to the characteristics of task information is necessary if advances in developmental theory are to be realized. (ED)

**ED 097 971** PS 007 492

*Tracy, Russel L. And Others*  
**Proximity Seeking in the First Year of Life as Related to Attachment.**

Pub Date Mar 74  
Note—12p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Affection, \*Behavior Patterns, Childhood Needs, \*Data Collection, \*Emotional Development, \*Infancy, Infant Behavior, Motor Development, Observation, \*Parent Child Relationship, Tables (Data) Identifiers—\*Attachment Behavior, Naturalistic Observation

This paper presents some findings of a detailed analysis of infants' approach behavior in a familiar, naturalistic setting. A total of 26, white, middle-class infant-mother pairs were observed in the home every three weeks during the first year of the child's life. Instances of infant approach to both mother and observer were coded from the narrative accounts recorded by the observer. A median age of 30 weeks was determined for the onset of approach behavior. Discussion focuses on the following areas: approaches to mother only, in context ("following," "greeting," or "spontaneous"), and whether partial or full; types of infant touching behavior of mother and observer; and types of behavior (social, object-oriented, social plus object oriented, or mere proximity) toward mother and observer. Data tables are included. (ED)

**ED 097 972** PS 007 497

*Pasman, Richard H.*  
**The Effects of Mothers and "Security" Blankets Upon Learning in Children (Should Linus Bring His Blanket to School?).**

Pub Date Aug 74  
Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Conditioning, Discrimination Learning, \*Emotional Development, Extinction (Psychology), Insecurity, \*Parent Child Relationship, \*Positive Reinforcement, \*Preschool Children, \*Security Identifiers—\*Attachment Behavior

This study investigated the effects of availability of a familiar human attachment object (the mother) and familiar inanimate attachment object (the child's blanket) on a child's emotionality and learning of a discrimination task. A total of 64, 2- and 3-year-old children were assigned to groups (nonattached, mother-attached, or blanket-at-

tached), and given a simple conditioning-extinction-reconditioning task in an unfamiliar play setting. Children in the groups with either human or inanimate attachment did significantly better on the discrimination task with less visible distress than the children who had no attachment object available. The presence of the attachment objects also facilitated the 2- and 3-year-olds habituation to an unfamiliar environment. (Author)

**ED 097 973** PS 007 499

*Webb, Roger A.*  
**The Evaluation of a Style-Oriented Cognitive Curriculum for Two- and Three-Year-Olds in the I.V.Y. (Involving the Very Young) Program of the Baltimore City Public Schools.**  
Baltimore City Public Schools, Md.  
Pub Date 1 Aug 73

Note—76p.  
**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Analysis of Variance, Cognitive Development, \*Compensatory Education Programs, \*Curriculum Evaluation, Intervention, Lesson Plans, \*Preschool Children, \*Preschool Curriculum, Preschool Evaluation, Preschool Programs, Preschool Teachers, Preschool Tests, Social Development, Tables (Data), \*Teacher Education

Identifiers—Involving the Very Young Program, \*Maryland

This is a report on an experimental study of a cognitive curriculum supplement developed for the I.V.Y. (Involving the Very Young) Program of the Baltimore City School System. The study concerns the development and transmission of a curriculum for two-year-old children, and an evaluation of its effects. The present version of the curriculum is not a complete one, but a cognitively oriented supplement which seeks to teach the most adaptive style by which representational skills might be used by the two-year-old subjects. Evaluation utilized a design in which 16 preschool centers were paired on a number of relevant variables and randomly assigned to experimental and control groups. Implications of the study are relevant to the general problems of teacher training for preschool programs, the transmission of curricula, and the utility of preschool programs in changing the social and cognitive development of young children. Nine lesson plans are included, as well as the checklists and test batteries used in the evaluation. (Author/ED)

**ED 097 974** PS 007 500

*Cosgrove, Michael McIntyre, Curtis W.*  
**The Influence of "Mistogers Neighborhood" on Nursery School Children's Prosocial Behavior.**

Pub Date Mar 74  
Note—15p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Age Differences, \*Children, Empathy, Friendship, Hypothesis Testing, \*Social Behavior, \*Social Development, Social Values, Task Analysis, \*Television Research, Television Viewing

Identifiers—Mistogers Neighborhood

The impact of "Mistogers Neighborhood" on nursery school children's prosocial behavior was assessed. Specifically two hypotheses were tested: (1) that children who viewed several "Mistogers Neighborhood" programs would evidence more prosocial behavior than would nonviewers, and (2) that young viewers would show an increase in prosocial behavior greater than that shown by older viewers. The five programs selected to test these hypotheses contained three basic prosocial themes: restitution, sharing, and empathy. One program a day was shown to 21 children, aged 3 to 6, randomly selected from a local nursery school population. Another group of 22 nursery school children who did not see the programs served as controls. After the viewers were exposed to the five programs, restitution sharing, and empathy behaviors were assessed using two separate tasks. The results indicate that children viewing network programming designed to teach prosocial behavior can benefit by viewing. However, no support was obtained for the hypothesis that younger children derive greater benefits than older children from network programming. (CS)

**ED 097 975** PS 007 501

*Drabman, Ronald S. Thomas, Margaret Hanratty*

**Exposure to Filmed Violence and Children's Tolerance of Real Life Aggression.**

Florida Technological Univ., Orlando.  
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Aug 74

Note—4p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Aggression, Conflict Resolution, \*Elementary School Students, Projective Tests, Psychological Evaluation, \*Reactive Behavior, \*Television Viewing, \*Violence

In order to measure the effects of exposure to filmed violence, 40 third-grade boys and girls were shown two television excerpts. One-half of the group viewed a segment from a violent detective series; the other half saw an exciting but non-violent segment from a major league baseball game. Immediately afterward, each child was asked to "babysit" two preschoolers. The preschoolers eventually behaved aggressively and destructively. Children who previously witnessed the aggressive segment were significantly slower to summon adult assistance than were children who viewed the control film. These results replicate those of a similar study done by Drabman and Thomas, supporting the hypothesis that exposure to televised violence may serve to make viewers, particularly children, tolerant of real-life aggression and less likely to intervene. (Author/CS)

**ED 097 976** PS 007 503

*Runkus, Merrell P. Behar, Lenore B.*  
**Prevention of Mental Health Problems: Meeting Needs or Imposing Values?**

Pub Date [74]  
Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Community Health Services, Community Support, Consultants, Consultation Programs, \*Culture Conflict, \*Interpersonal Relationship, \*Mental Health Programs, \*Preschool Children, \*Prevention, Professional Personnel, \*Program Descriptions, School Community Relationship, Socialization

Identifiers—North Carolina, \*Project Early Aid  
This report describes some of the ethical and practical problems experienced by a group of mental health consultants attempting to initiate a primary prevention mental health program in a three-county area of North Carolina. Project Early Aid was designed to implement a program model that would upgrade both the interpersonal and physical environments of young children attending day care centers. It quickly became apparent to the consulting team that their values in regard to positive mental health were often discrepant from those of the caregivers who may or may not be reflecting shared values of a particular community. The resulting suggestions of the group on how to begin a primary prevention program include: (1) clarification of the belief systems concerning behavioral-emotional functioning of children to the consultants themselves, to coprofessionals, and to community members; (2) encouragement of the consumers' articulation of long-term goals and belief systems; (3) understanding of the historical factors at work in a community that have led to the establishment of and change in such belief systems; (4) a differentiation of those values which are widely shared and those which are idiosyncratic to certain persons or subgroups; and (5) an attempt to capitalize on points of convergence, while openly discussing divergent issues. (CS)

**ED 097 977** PS 007 513

*Brainerd, Charles J.*  
**On the Consequences of Type I and Type II Criterion Errors in Concept Development Research.**

Pub Date [74]  
Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Abstraction Levels, Age Groups, \*Cognitive Measurement, \*Concept Formation, \*Developmental Psychology, Psychometrics,

\*Research Criteria, Research Design, \*Sequential Learning, Training Objectives  
Identifiers—\*Piaget (Jean)

The criterion problem in the neoPiagetian cognitive-developmental literature is reviewed. This problem has provoked debate in the context of three empirical questions: concept age norms, concept training effects, and concept invariant sequences. It is argued that only the question of invariant sequences in same-stage concepts is theoretically crucial. With regard to this question it is shown that both Type I ("false positive") and Type II ("false negative") criterion errors tend to produce data which are spuriously supportive of theoretical predictions. It is concluded that the objective psychometric consequences of criterion errors provide no grounds for the current view that obtaining or not obtaining theory-supportive findings in concept development research turns on arbitrary decisions about response criteria. (Author/CS)

ED 097 978 PS 007 515

Kelly, Margaret Mary  
Identifying Creative Activities in Preschool Children.

Pub Date Jun 74  
Note—142p.; Ph.D. Dissertation, University of Oregon

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Checklists, \*Correlation, Creative Ability, \*Creative Activities, Creativity Research, \*Creativity Tests, Data Analysis, Divergent Thinking, Individual Development, Personality Assessment, \*Preschool Children, \*Reliability, Standardized Tests, Test Results, Thought Processes

Identifiers—Creative Activities Checklist

This study compared the creative self-direction, creative behavior, and creative activities of preschool children to determine if students and teachers trained in the creative process and in observation techniques can, with reliability, observe the creative potential of young children. Creative abilities of 155 children from four preschool centers in Bismarck, North Dakota were identified through the use of three instruments: Kindergarten Evaluation of Learning (KELP); the Starkweather Test of Conforming and Nonconforming Behavior; and a Creative Activities Checklist (an instrument designed for teacher and parent training). Data were collected by teachers and college students enrolled in a 15-week course on creativity. At the end of the course, correlations among the three instruments were computed using Pearson's Product-Moment Correlation Coefficient and Spearman's Rank-Order Correlation Coefficient. General conclusions were: (1) teachers and students working with the three instruments can become aware of the total education of the child, including cognitive, affective, and psychomotor aspects; (2) the Creative Activities Checklist is a valid instrument for measuring small children's creativity; and (3) the checklist is of value in alerting both teachers and parents to the significance of creativity and some means of fostering it in children. (Author)

ED 097 979 PS 007 528

Dolly, John P. Ellett, Chad D.  
An Attempt to Conceptualize Areas of Contradiction Between Social Learning Theory and Phenomenological Theory.

Pub Date [74]  
Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Behavior Change, Children, Counseling, \*Imitation, Learning Processes, \*Learning Theories, \*Observational Learning, Research Reviews (Publications), Role Models, Self Concept, \*Self Evaluation, Therapy

The purpose of this paper is to review some of the current research in "modeling" or "imitation" learning that supports basic elements of social learning theory, its effects on overt behavior, and its relationship to subjects' self-evaluations. An attempt is made to point out the theoretical discrepancies that exist between social learning, social comparison, and phenomenological theories in predicting modeling research outcomes and explaining past research results. The paper points out the modeling research has neglected to consider subjects' self-evaluation and task competence as factors possibly mediating the acquisition and performance of behavior. Specific

recommendations are offered in the design of future studies in modeling, and suggestions given that might more adequately account for the data obtained in modeling research to date. (Author)

ED 097 980 PS 007 532

Ronstadt, Margaret, Comp.  
The Consultation Process.

Pub Date [74]

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior Change, Behavior Patterns, \*Behavior Problems, \*Change Agents, \*Children, \*Consultants, Counseling, Evaluation, Identification, Interaction Process Analysis, Intervention, Interviews, Professional Services, Reinforcers

This paper presents a description of the four stages of the consultation process, an examination of the interviewing behaviors used by the consultant to achieve his goals, and a discussion of the purpose of consultation. The four stages of consultation include problem identification, problem analysis, intervention, and evaluation. The interviewing behaviors used may be classified as: (1) structuring, (2) defining, (3) summarizing, (4) informative, (5) interpretive, (6) validating, or (7) reinforcing. The discussion of the purpose of consultation focuses on the fact that although the aim of consultation is to change child behavior, consultation very likely leads to alternations in change agent and psychologist behavior as well. (SDH)

ED 097 981 PS 007 536

Fishhaus, Erna H.  
Caring is Becoming Accountable: A Study of Child Care Needs for the Tri-County Action Program, Inc.

Early Learning Resources, Inc., Minneapolis, Minn.

Spons Agency—Tri-County Action Programs, Inc., St. Cloud, Minn.

Pub Date 73

Note—94p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Census Figures, Child Care Workers, \*Day Care Services, Employment Statistics, Family Life, \*Parent Attitudes, \*Policy Formation, \*Regional Planning, Rural Urban Differences, School Statistics, Socioeconomic Influences, \*Statistical Data, Working Women

This report presents the findings of a survey of child care needs in three counties of Minnesota. The survey was designed to provide information in the following areas: (1) the number of children needing child care service, (2) the types of child care services desired by parents, (3) the knowledge and understanding of child care services as expressed by parents, (4) the existing patterns of child care, and (5) the circumstances and situations which might affect the determination of future programs. Respondents were 100 mothers from rural areas and 100 mothers from a metropolitan area, randomly chosen, but representing families having at least one preschool child. The findings are divided into five sections: the families, the working women, the children, the child care arrangements, and the caregivers. Each section provides a summary of findings and numerous data tables. Concluding chapters attach some of the myths about child care services in light of the survey's findings and present an outline of recommendations for developing a course of action to meet area needs. A glossary is included. (CS)

ED 097 982 PS 007 538

Daily, Frances M. Phillips, James A., Jr.  
Effect of Sociocriteria on Social Structure Patterns.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Classroom Research, Cultural Context, \*Elementary School Students, Grade 5, \*Interaction Process Analysis, Peer Acceptance, Peer Relationship, Rejection, Sex Differences, Socialization, Social Psychology, \*Social Structure, \*Sociometric Techniques, Teacher Behavior, Verbal Communication

This paper examines the power of particular affect and rejection socioquestions to produce

characteristic patterns across all the sociometric choices of 576 fifth-graders in 18 classrooms. Of particular concern are the degrees of centrality exhibited in response to socioquestions which pertain to academic competence and failure and the overall impact of patterning on the students' self-concepts. An index of centrality and diffusion of affect among children was developed to explore children's responses to 16 sociometric questions of both positive and negative nature. During the compiling of the semi-processed data, the strong influence of certain sociocriteria on the diffusion or centrality of choices was revealed. This study was part of a larger research project in which teacher verbal behavior, as defined by Flanders instrumentation, was correlated with the social patterning among pupils. (Author)

ED 097 983 PS 007 544

Zimmerman, Barry J.

Modeling and Corrective Feedback Effects on Children's Acquisition, Generalization and Retention of a Conservation Rule.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cognitive Processes, \*Conservation (Concept), Developmental Psychology, \*Feedback, Generalization, Intellectual Development, \*Kindergarten Children, Nonverbal Tests, \*Observational Learning, Retention, Social Behavior, Socialization

The effects of modeling and corrective feedback on the conservation of equalities and inequalities were studied with items spanning three stimulus dimensions (length, number, and two-dimensional space). Observation of a model, correction training (joining positive feedback with verbal rule provision), and the combination of observation and correction were all successful in producing learning and, without further training, transfer and retention of conservation. Unlike the controls (who also never correctly answered any equality items), the trained experimental groups gave evidence of spontaneously generalizing their new learning to a task that required nonverbal behavior to manifest conservation. (Author)

ED 097 984 PS 007 545

Grob, Cecelia E. Trojak, Doris A.

Effects of an Instructional Sequence of Activities on Children's Acquisition of Piaget's Conservation Concepts.

Pub Date 18 Apr 74

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Age Differences, \*Cognitive Processes, \*Conservation (Concept), \*Elementary School Students, Group Status, \*Individual Development, Intelligence Quotient, Racial Differences, \*Sequential Learning, Sex Differences, Socioeconomic Influences, Teaching Methods

Identifiers—\*Piaget (Jean)

The effects of conservation activities on children's acquisition of Piaget's conservation concepts were investigated. One hundred and twenty-eight seven- to nine-year-old children in four classrooms were given pre- and post-evaluation measures of conservation ability. The experimental group completed a set of 42 self-directed conservation activities over a five-month period during the 1972-1973 school year. No significant differences in mean conservation scores were found between the experimental and control groups. Several variables were tested for interaction effects on the children's conservation scores. Age interacted with group status to affect conservation scores. Achievement and I.Q. scores were significantly related to the children's conservation scores. Sex, race, and socio-economic status were not significantly related to conservation scores. Further research in conservation acquisition was recommended. (Author)

ED 097 985 PS 007 549

Lewis, Michael And Others

Normal and Discrepant Face-Voice Integration in Early Infancy. Research Bulletin 74-4  
Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Public Health Service (DHEW), Washington, D.C.  
Report No.—ETS-RB-74-4  
Pub Date Feb 74  
Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Aural Stimuli, Behavior Patterns, Identification (Psychological), \*Infant Behavior, Interaction Process Analysis, Parent Child Relationship, \*Reactive Behavior, Sensory Experience, \*Sensory Integration, Social Behavior, \*Visual Stimuli  
Identifiers—\*Attachment Behavior

The present series of studies was undertaken to explore intersensory processing in the very young. In the first experiment 1-, 4- and 7-month-old infants experienced simultaneously their mothers' faces and voices. The various conditions consisted of displacing the voice from the face. The results indicated that infants as young as one month of age show increased looking behavior although there was no indication of emotional upset when there was face-voice displacement. In order to determine why voice displacement results in increased looking, several other face-voice pairings were observed. In the second experiment face-voice discrepancies, such as mother's face with stranger's voice, were presented. The results indicate that face-voice discrepancy is as effective as face-voice displacement, suggesting the face-voice schema integration exists in the very young. These results are discussed in the context of the integration of schema in the young infant. (Author)

ED 097 986 PS 007 552

Bislin, Donald S. Rice, Deborah  
Are Transition Periods the Optimal Time for Acceleration? The Training of a First Order Conservation in Young Children.

Pub Date Apr 74  
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Abstraction Levels, \*Acceleration, Cognitive Processes, \*Conservation (Concept), Developmental Psychology, \*Kindergarten Children, Learning Readiness, \*Skill Analysis, Skill Development, Training Techniques, \*Transfer of Training

The effectiveness of acceleration training with children who were in a transition period was examined. Forty-eight kindergarten children were separated into four groups on the basis of their status (Preoperational vs. Transitional) and whether or not they received three sessions of inversion-negation training. The results of the immediate and delayed posttests indicated no difference due to the status dimension. However, differences as a function of training were manifest. The results of the investigation do not support Inhelder's contention that acceleration can only occur during transition periods between stages. (Author/CS)

ED 097 987 PS 007 554

Mueller, B. Jeanne  
Rural Family Life Style and Sons' School Achievement.

Cornell Univ., Ithaca, N.Y. Dept. of Community Service Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date [73]  
Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Career Planning, \*Family Environment, Individual Characteristics, Intelligence Quotient, Interviews, Life Style, \*Lower Class, Lower Class Males, Occupational Aspiration, Parent Child Relationship, Parent Education, \*Rural Family, Socioeconomic Influences, Teacher Rating

This study was designed: (1) to examine in depth family-related variables in 30 rural working-class families in order to determine whether there are certain life-style differences between those whose sons achieve at or above grade level and those whose sons' achievements fall below grade level; and (2) to gather information on how early boys begin to formulate realistic notions

about future career goals. Data were collected from school records, teacher ratings, and family interviews. Each mother completed Rutter's scale of internal vs. external locus of control, each father, Rutter's Mobility Attitudes Scale and a short open-ended questionnaire on attitudes toward work. Both parents and son were given an additional structured questionnaire. Results indicate a consensus on values related to parenting styles, desirable attributes for preadolescent sons, and expectations and aspirations for educational and occupational attainments. Actual characteristics of the sons whose school achievements fell below grade level differed from those whose achievements were average or better. Parents are often unaware of the influence they have on their sons' educational and occupational goals and lack of information for effective vocational guidance. Parent education for educational and vocational planning should begin as early as seventh grade. (Author/CS)

ED 097 988 PS 007 576

Rosengard, Barbara, Ed.  
Research, Demonstration, and Evaluation Studies: Fiscal Year 1973.

Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.

Report No.—DHEW-OCD-74-30  
Pub Date [74]  
Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adoption, \*Annotated Bibliographies, Child Abuse, Day Care Services, \*Demonstration Projects, Early Childhood, \*Federal Aid, Foster Homes, Information Dissemination, Parenthood Education, \*Program Evaluation, \*Research Projects, Social Environment, Television Research, Youth  
Identifiers—\*Project Head Start

This pamphlet contains a descriptive list of projects funded in Fiscal Year 1973 by the Research and Evaluation Division of the Children's Bureau, Office of Child Development. In addition, a few projects are included which were funded in earlier years but are still ongoing due to an extension of the grant period. The projects are arranged by these content areas: Day Care, Early Childhood, Social Ecology, Adoption and Foster Care, Advocacy, Children's Institutions, Education for Parenthood, Emergency Services and Child Abuse, Single-Parent Families, Television, Youth, Social Policy Studies, Information Dissemination, Other, and Head Start Evaluation Projects. Address information is provided with each project entry to aid the reader in obtaining further information. (SDH)

ED 097 989 PS 007 579

Terhune, Kenneth W.  
Determining the Perceived Rewards and Costs of Family Size.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 15 Apr 72  
Note—13p.; Paper presented at the Annual Meeting of the Population Association of America (Toronto, Ontario, April 1972)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, Child Welfare, Content Analysis, \*Family Planning, \*Females, Individual Needs, \*Motivation, \*Parent Attitudes, Parent Child Relationship, Questioning Techniques, \*Research Methodology, Social Welfare, Surveys

Identifiers—\*Family Size, Fertility Values

This paper discusses the research methodology used to determine the main dimensions of satisfaction-dissatisfaction (fertility values) associated with family size. A survey instrument was used to interview approximately 300 white women with none, one, two, or four children. Within the survey instrument, three different approaches were used to elicit the respondents' fertility values: (1) "why" questions which probe the motivational bases underlying answers to other structural questions, (2) an eight-part, open-ended question used to elicit fertility values for specific family sizes, and (3) a card-sorting task that measured respondent judgments on a pre-established list of potential fertility values. It was concluded that the administration of the three methods was worthwhile since the analysis of the data indicated each method produced some results in common as well as some unique

results. The examination of the comparisons between methods, illustrated by three tables, include: (1) an outline of the fertility value coding scheme for content analysis, (2) the 10 top responses in each of the three approaches to revealing fertility values, and (3) a listing of the likes and dislikes of family sizes. Indications for future research are discussed. (SDH)

ED 097 990 PS 007 580

Terhune, Kenneth W.  
Fertility Values: Why People Stop Having Children.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Aug 73  
Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Catholics, \*Caucasians, Childhood Needs, Economic Factors, Factor Analysis, \*Females, Individual Needs, Jews, \*Motivation, Multiple Regression Analysis, \*Parent Attitudes, Protestants, Questioning Techniques, Religious Differences, \*Surveys

Identifiers—\*Family Size, Fertility Values

This methodological study investigated which fertility values are correlated with the variable of desired family size. Data was gathered from 310 Caucasian Protestant, Catholic, and Jewish women from the Buffalo metropolitan area. The subjects were between the ages of 15 and 44, lived with their husbands, and had either none, one, two, or four children. The survey instrument employed two main methods of eliciting responses: a series of openended questions and a card sort task which indicated opinions on a pre-established list of potential fertility values. Results presented in data tables and figures show: (1) the fertility values most mentioned by the respondents, (2) most important fertility values from the card sort tasks, (3) fertility values correlating with desired family size, and (4) feeling about various family sizes among respondents desiring two children. The results are discussed in terms of the patterns of the correlations, the importance of personal benefits of husbands and wives in determining family size, the absence of motivators for large families, the relation of reward values to family size, and the religious differences reflected in the correlates of actual desired family size. (SDH)

ED 097 991 PS 007 587

Case, Robbie  
Learning and Intellectual Development. Final Report.

California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-0036-FR  
Pub Date 15 Jul 74  
Grant—NE-G-00-3-0020

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Cognitive Development, Cognitive Processes, \*Conceptual Schemes, Conservation (Concept), \*Developmental Psychology, \*Intellectual Development, \*Learning Theories, Models, Post Testing, Pretesting, \*Primary Grades

Identifiers—\*Piaget (Jean)

A functional (as opposed to structural) theory of intellectual development is presented and used to generate specific performance models for Piagetian tasks involving the control of variables (cf. Inhelder and Piaget, 1958). On the basis of these models, it is concluded that intelligent, field independent 7- and 8-year-olds should be able to acquire the control of variables scheme, even though they have not yet acquired either conservation of weight or the combinatorial system. Preliminary data (n=52) are presented to support this conclusion. They are discussed with regard to Piaget's formal theory of intellectual development and the functional limitations of development of learning. (SDH)

ED 097 992 PS 007 593

Weeks, O'Neal  
A New Look at Children's Sexuality and Sex Role Identification.

Pub Date Apr 74



Note—10p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (25th, Louisville, Kentucky, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Child Rearing, \*Children, Children's Literature, Cultural Factors, \*Early Childhood Education, Family Role, Identification (Psychological), Nondiscriminatory Education, Parent Education, \*Role Perception, \*Sex Role, \*Sex Stereotypes, Teacher Workshops

This paper presents a discussion of the gradual changes in society's sex role attitudes and the implications for children and early childhood education. The author states that the move toward equalizing the women's role in society was precipitated by the employment of women during World War II, and this movement is supported today by the following realizations: (1) the traditional structure is no longer functional to our economy; (2) traditional sex roles are dysfunctional in individual development; and (3) traditional sex-role typing is dysfunctional for marriage. Egalitarianism, now being focused on women, should be extended to men; the answer to sex role stereotyping lies not in role reversal but in role flexibility. Suggestions for early childhood educators include: (1) consciousness-raising sessions for preschool staff in which attitudes and feelings about sex role stereotypes are examined and worked through; (2) parent education programs dealing directly with sex roles to prepare parents to help their children recognize stereotyping role models; (3) curricular materials and books which do not reinforce traditional sex roles; (4) integrated play areas arranged so that all children are free to play in all areas; and (5) role models for children which are selective and nontraditional. (SDH)

ED 097 993 PS 007 595

Terhune, Kenneth W.

Rationality and Rationalization in the Perceived Consequences of Family Size.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.  
Pub Date 30 Aug 74

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, Costs, \*Evaluative Thinking, \*Family Planning, Family Structure, Females, \*Models, \*Parent Attitudes, Personal Interests, \*Population Trends

Identifiers—\*Family Size  
This paper offers three propositions on the roles of rationality and rationalization in the expression of preferences for family size. The propositions are generally based on the results of two successive interview surveys involving approximately 600 married, white women between the ages of 15 and 44. This number includes approximately equal numbers of middle class and working class women, Catholic, Protestant, and Jewish women and those with none, one, two, and four children. Assessed were the relative preferences of these women for desired as well as alternative family sizes. The study is based on a rational model which states that many people choose a family size by weighing the pros and cons of alternative family sizes. The three propositions presented and discussed are: (1) when asked to evaluate specific family sizes, people tend to cloak their answers; (2) people who are nonrational (who do not evaluate the differences among family sizes) tend to want larger families; and (3) people tend to become more rational as they build their families. (SDH)

ED 097 994 PS 007 596

Garwood, S. Gray McDavid, John W.

Ethnic Factors in Stereotypes of Given Names.

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, \*Cultural Differences, \*Cultural Factors, \*Cultural Images, Negroes, Sex Differences, Spanish Americans, \*Stereotypes, \*Teacher Attitudes

Identifiers—\*Name Stereotypes

This paper presents preliminary explorations of the nature of differences in first-name stereotypes among three ethnic groups. A total of 147 white, black, and Spanish teachers were divided into five subgroups determined by their geographic location (Miami, Florida to Atlanta, Georgia) and ethnic grouping. Each subject was asked to rate his or her impressions of some typical names using a seven-point scale for each of nine semantic differential subscales. Results indicated that there do appear to be differences in the content and quality of first-name stereotypes among teacher subgroups. These differences seem more pronounced for female first-names and for names thought to carry undesirable stereotypes. Additionally, there is some evidence of a chauvinistic masculinity-femininity set among the Florida ethnic groups. (SDH)

ED 097 995 PS 007 597

Hauserman, Norma And Others

A Behavioral Approach to Changing Self-Concept in Elementary School Children.

Pub Date Aug 74  
Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, \*Behavior Change, Change Strategies, \*Changing Attitudes, \*Elementary School Students, Negative Attitudes, Post Testing, Q Sort, \*Self Concept, \*Social Reinforcement

This report describes an experiment in which elementary school children with negative self-concepts as measured by the Bolea Pictorial Self-Concept Scale and teacher ratings were exposed to a behavioral procedure designed to raise their self-concepts. Subjects were 30 children, grades K-4, who were randomly divided into experimental and control groups. The treatment procedure consisted of an elicitation by a teacher of a positive self-statement from an experimental subject. Each statement was immediately followed by a positive social reinforcer. At the end of the 40-day treatment period every child receiving the treatment showed a large gain in self-concept score. These gains were maintained on a delayed posttest given one month after cessation of the elicitation procedures. Discussion of the results indicated that the study provided evidence that, by altering specific behaviors, attitudinal changes can be effected even on a more global self-concept measure. An alternative explanation however, is that changes shown by the experimental group may possibly be due to the amount of attention that the children received, rather than the experimental procedures per se. (Author/SDH)

ED 097 996 PS 007 600

Kloss, James D.

Effects of Observational Learning on Positive Reinforcers.

Pub Date Aug 74  
Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Analysis of Variance, Control Groups, Hypothesis Testing, Imitation, \*Learning Theories, \*Observational Learning, \*Preschool Children, \*Reinforcement, Rewards, \*Role Models, Sex Differences, Stimulus Behavior, Tables (Data)

Identifiers—Candy  
This study investigates the possibility that the reinforcement strength of stimuli can be enhanced by observational learning as well as by pairing with unconditioned reinforcers. The reinforcement strengths of two candies were determined for 40 preschool children as measured by rate of response on a button pressing apparatus. The children then observed a videotape of an adult model being rewarded in a different situation who: (1) chose one candy over the other and consumed it, (2) chose one candy over the other but did not consume it, (3) consumed one candy but did not have a choice of candies, or (4) did not receive a candy reward. Rates of response supported by each candy were then determined again. The predicted interactions of the candies, sessions, and modeling conditions were statistically significant, indicating that the reinforcement

strength of the candy was enhanced by observational learning. This finding increases the viability of the concept of conditioned reinforcement in accounts of complex human behavior. (Author/SDH)

ED 097 997 PS 007 616

Sparling, Joseph J.

Synthesizing Educational Objectives for Infant Curricula.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 74

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Abstraction Levels, \*Curriculum Development, \*Developmental Tasks, \*Educational Objectives, Infant Behavior, \*Infants, Interviews, Language Development, \*Learning Activities, Parent Attitudes, Profile Evaluation, Skill Development

This paper presents a system for synthesizing the educational objectives of infant curricula and illustrates the procedure by reviewing the synthesis of several specific objectives of the Carolina Infant Curriculum. Five sources are used in the synthetic process: (1) consumer opinions, (2) developmental theory, (3) developmental facts, (4) adaptive sets, and (5) high-risk indicators. Examples are also given of the analysis of curriculum goals using this same system. (CS)

ED 097 998 PS 007 618

O'Connell, Dorothy, Comp. And Others

Research Relating to Children. Bulletin 29: September 1971-February 1972.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Feb 72

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Child Development, \*Children, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, \*Research Methodology, \*Research Projects, \*Research Reviews (Publications), Social Services, Socioeconomic Influences, Verbal Development

This research bulletin includes reports of research in progress or recently completed from September 1971 through February 1972. Each entry includes information concerning the investigator, purpose, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services, and (8) Health Services. In addition to the reports on research, an extensive review paper entitled "The Vocal Behavior of Infants" is included. The paper presents a discussion of research methodology and data gathering strategies related to the descriptive characteristics of infant vocalizations, the learning theory approach to vocal behavior, conditioned vocal responses, conditioned response differentiation, reinforcer effectiveness, age and conditionality, and mother-infant interaction patterns. (SDH)

ED 097 999 PS 007 619

O'Connell, Dorothy, Comp. And Others

Research Relating to Children. Bulletin 30: March 1972-August 1972.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Aug 72

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Adolescents, \*Annotated Bibliographies, Body Weight, Child Development, \*Children, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Longitudinal Studies, \*Research Methodology,

\*Research Projects, \*Research Reviews (Publications), Social Services, Socioeconomic Influences  
 Identifiers—\*Obesity

This research bulletin includes reports of research in progress or recently completed from March through August 1972. Each entry includes information concerning the investigator, purposes, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services, and (8) Health Services. In addition to the reports, an extensive review paper entitled, "Obese Children and Adolescents: A Review" is included. The paper discusses the calibration of obesity and the physical and psychosocial causes, consequences, and cures of obesity in children and adolescents. (SDH)

## RC

**ED 098 000** RC 008 199  
**Special Education Programs & Services. (Bureau of Indian Affairs Guidelines).**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.  
 Pub Date Jun 72

Note—38p.; Developed by participants of the BIA Special Education Workshop (National Indian Training Center, Brigham City, Utah, June 1972)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Agency Role, \*American Indians, \*Educational Diagnosis, Educational Philosophy, \*Exceptional Child Education, Government Role, Guidelines, Instructional Materials, Schools, \*Special Education, Special Education Teachers

**Identifiers**—BIA, \*Bureau of Indian Affairs

The Bureau of Indian Affairs (BIA) Guidelines for Special Education is a publication for use by educational personnel involved in special education. Emphasis is placed on the importance of preparing the exceptional child for the most useful future possible. Special education is seen as affording the exceptional child the opportunity to develop social, emotional, personal, and vocational skills to the fullest extent of his capabilities so that he has the opportunity to be a self-sufficient and contributing member of his community. BIA role and involvement in, and expectation for, local administration of special education programs are stated. For administrative use only, categorical descriptions of behavioral characteristics which can be observed and/or measured are given along with a suggested program plan for each category. Screening and assessment of exceptional children, professional personnel, materials and equipment, accountability, and information for the general public regarding special education are also discussed. (AH)

**ED 098 001** 95 RC 008 200  
**Survey of Education Related Attitudes of Tribal and Non-Tribal Workers at Langer Plant at Rolla, North Dakota. Final Report.**

North Dakota Univ., Grand Forks.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-1413-FR

Pub Date 74

Note—115p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—Academic Aspiration, American Indians, \*Economic Status, \*Educational Attitudes, Educational Opportunities, \*Employee Attitudes, \*Expectation, Higher Education, \*Reservations (Indian), Work Environment  
**Identifiers**—Chippewas, \*North Dakota

The study examined differences in education-related attitudes between a group employed in a technologically and scientifically oriented manufacturing facility and a group from a job environment that reflected chronic unemployment, low skill requirements, terminal achievement levels, and poor opportunities for advancement. Questionnaires were administered to 80 em-

ployees (both tribal and nontribal) of the William Langer Jewel Bearing Plant and 52 household heads from the Turtle Mountain Indian Reservation (Chippewas). Basic areas covered by the questionnaire were educational aspiration, individual achievement, educational experience, work evaluation, educational influence, public interest, life environment, and background variables. An analysis of attendance of Turtle Mountain enrollees in colleges and universities and an analysis of Belcourt High School students' educational achievements considering their parents' occupational status were also conducted. With the exception of a few items such as the expectation of government aid for their children, an assessment that the costs of education were too high, and a basic interest in tribal affairs, a very similar distribution of response existed for the three target groups. Significant differences existed between groups in regard to specific situations which placed attitudinal constraints on the group, such as the availability of Bureau of Indian Affairs post-secondary education grants. (NQ)

**ED 098 002** RC 008 201  
**Banks, Vera J. And Others**

**Farm Population of the United States: 1973. Current Population Reports, Farm Population.**

Bureau of the Census (DOC), Suitland, Md.  
 Population Div.  
 Pub Date Sep 74

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (P-27, No. 45; \$0.45)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Age, Birth Rate, \*Census Figures, Family Income, Farmers, Farm Occupations, \*Labor Force, Off Farm Agricultural Occupations, \*Population Trends, \*Rural Farm Residents, \*Statistical Data

Selected characteristics of the United States' farm population for 1973 are presented. The farm population consists of all persons living in rural territory on places of: (1) 10 or more acres if as much as \$50 worth of agricultural products were sold from the place in the reporting year and (2) under 10 acres if as much as \$250 worth of agricultural products were sold in the year. Farm population estimate for 1973 was only 240,000 less than that of 9.7 million for 1970—an apparent decrease which was not statistically significant. Data are presented by age, sex, employment status, region, and income. The estimates in this report are based on data obtained from the Current Population Survey (CPS) of the Bureau of the Census, the March 1973 CPS on household and family characteristics of farm and nonfarm families, the March 1974 CPS, and the June 1973 CPS. (NQ)

**ED 098 003** RC 008 202  
**Bryde, John F., Ed.**

**An Indian Philosophy of Education.**

South Dakota Univ., Vermillion. Inst. of Indian Studies.

Pub Date 74

Note—53p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Administrator Education, American Indian Culture, \*American Indians, Change Agents, Cultural Background, Curriculum Development, Doctoral Programs, \*Educational Innovation, \*Educational Philosophy, Leadership Training, Religious Factors, Self Actualization, \*Self Directed Groups, Values

The University of South Dakota offered an unusual new class entitled "Indian Philosophy of Education," during the 1972-73 school year. The class was initiated in response to Indian leaders' requests to the university for educational leadership, trained at the highest level possible (doctoral), in order to bring about Indian self-determination in education. Indian doctoral students participating in the class did all of their own teaching and furnished all input for the class. The first step in the class organization was the development of a set of basic beliefs common to all participants. These basic beliefs are examined in depth in 10 personal philosophies written by the participants. The Indian Philosophy of Education class expressed basic beliefs in "the need to be Indian...the need to define Indian-ness...that education is a moral development, not only an intellectual one...that contemplation is the way to

reality and ultimate truth...that man without the Supreme Being is helpless and insignificant...that a successful person is one who has humility, self-denial, and wisdom...the need to know Indian ancestry...the return to Indian values." The 1972-73 class is the first faltering step toward a full-blown Indian education philosophy. Other Indian students will come along, build on, modify or add to these first building blocks—landmarks in Indian educational literature. (AH)

**ED 098 004** RC 008 203  
**Famous Indians: A Collection of Short Biographies.**

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00036; \$1.05)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—American History, \*American Indians, \*Biographies, Booklists, Cultural Background, \*Developing Nations, \*Individual Characteristics, \*Leadership Qualities

A collection of 20 short biographies of American Indian warriors, statesmen, prophets, and scholars highlights leaders in the often tragic, yet inspiring, saga of North American Indians. Most of the heroes and heroines whose lives are briefly described were chiefs; some of them have become famous around the world. All were leaders in a great struggle to preserve treasured lands and lifeways. With their tribesmen, they are inseparably linked to our country's history from its earliest beginnings through generations of growth. A suggested reading list with headings for "General Background," "Tribes and Individuals," and "Publications on Indians by the Bureau of Indian Affairs for Sale Through the Superintendent of Document" concludes the document. (AH)

**ED 098 005** RC 008 204  
**Cabinet Committee on Opportunities for Spanish Speaking People Review: National Coordination of Migrant Programs.**

Cabinet Committee on: Opportunities for Spanish Speaking People, Washington, D.C.

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Centralization, Education, \*Government Role, Health, Income, Migrants, \*Migrant Worker Projects, National Programs, \*Program Coordination, \*Program Proposals

The Cabinet Committee on Opportunities for Spanish Speaking People supports the belief that the coordination of migrant programs requires national responsibility. The problem of providing comprehensive services to migrant farmworkers transcends state and regional boundaries and goes beyond the limits of the separate legislative authority held by administering agencies. In the past, Congressional committees, public agencies, and private businesses have conducted a number of studies on the problems which confronted migrant farmworkers. In most cases, the findings produced similar or complementary conclusions and recommendations. Specifically, these studies identified the need for strong unified direction and coordination of migrant programs by Federal, State, and local agencies. A brief overview of selected proposals or projects related to establishing a national coordinating mechanism which would be charged with administering all programs that benefit migrants and other seasonal farmworkers is presented in this paper. Covered are: two proposed national coordinating units—Special Office for Migrant and Ex-Migrant Affairs and National Migrant Council; a list of 15 programs which could provide assistance to migrant farmworkers; Experimental and Demonstration Project conducted by the Rural Manpower Service; and Michigan's program coordination experiment Brief general information on the migrant stream and the migrant condition (income, health, and education) is also given. (Author/NQ)

**ED 098 006** RC 008 205  
**Rogers, David L. Glick, Edward L.**

**Planning for Interagency Cooperation in Rural Development. CARD Report 45.**

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.

Pub Date Feb 73

Note—159p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Administrator Attitudes, Agribusiness, Committees, \*Cooperative Planning, \*Interagency Cooperation, \*Needs, Organizational Theories, \*Rural Development, Schools, Surveys

Identifiers—\*Iowa

With a major emphasis on cooperative planning in rural development, three elements of development process were identified: (1) integration of units involved, occurring when several organizations contribute to a larger collective effort; (2) decentralized planning and local initiative, occurring when planning initiative is at the local level; (3) balanced contributions from public and private sectors, occurring when there is simultaneous input from public and private sectors. Questionnaires and personal interviews were given to administrators of 160 sample organizations (selected from 16 Iowa counties representative of different socioeconomic problems found throughout the state), which were categorized as Federal agricultural agencies, state and county public agencies, and private associations. Definitions of rural development varied, but economic development headed the list, while development activities most frequently mentioned were agricultural aspects and natural resource conservation. Difference in the focus of the three groups coupled with evaluation of organizational commitment revealed the necessity for assurances of interagency goals, costs, and responsibilities as prevention against conflict of interest. Development priorities were identified as schools and education, agriculture activities with farmers, and agricultural-related business and industry. Assessment of organizational structure and function and administrative attitudes was made to determine the level of cooperation attainable. (JC)

ED 098 007 RC 008 206

Arizona Commission of Indian Affairs 1973-74 Annual Report.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 10 Sep 74

Note—26p.; For related document, see ED 085 141

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Accountability, \*American Indians, \*Annual Reports, Civil Rights, Community Agencies (Public), Human Relations, Legislation, Program Evaluation, \*Reservations (Indian), Responsibility, \*State Agencies, State Federal Support, \*Tribes

Identifiers—\*Arizona

The 1973-74 Arizona Commission of Indian Affairs Annual Report provides information on the conditions and problems confronting Arizona Indians. The Commission recognizes its responsibility to provide solutions to such problems as attaining a status of social, economic, and political equality with other citizens of the State and nation. Commission progress in its program of cooperation with State and Federal agencies, tribal councils, legislators, and others in developing harmonious working relationships and trust is shown. Included are: statistical charts as well as a map of the population and acreage of Arizona reservations; listings of Commission members and meetings, projects completed, and published materials distributed; a discussion of Commission highlights; and a financial report. A profile of the Yavapai-Apache Nation describes the origin and history of the tribe; size and location; tribal government, employment, and economic development; education, health, and welfare; and other tribal activities. The appendixes include the Commission's Enabling Legislation, the Havasupai Resolution, the Hiring of Indian Counselors Resolution, and the Indian Village Site Resolution. A summary concludes the report. (AH)

ED 098 008 RC 008 207

Wisconsin Legislative Council Report to the 1973 Legislature on the Activities of the Menominee Indians Committee.

Wisconsin State Legislative Council, Madison.

Pub Date 1 Sep 73

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Advisory Committees, \*American Indians, \*Community Control, Community Services, \*Economic Development, Educational Improvement, \*Local Government, Reports, State Legislation, Tribes

Identifiers—\*Menominees

The Wisconsin "Legislative Council Report to the 1973 Legislature on the Activities of the Menominee Indians Committee" covers the work of the Menominee Indian Study Committee (MISC), along with pertinent background information on the situation in Menominee County. A brief account of Menominee County with a more selective detailed account of major events and areas of concern within the county from 1970 to May 1973 is given. Also included are sections on restoration, economics and characteristics of the county, and MISC legislation. In addition to the sources listed in the bibliography, material in this report is based on assorted newspaper articles and information gained firsthand at MISC meetings and assorted Menominee meetings held in the county. (AH)

ED 098 009 RC 008 208

Indian Health Trends and Services, 1974 Edition.

Public Health Service (DHEW), Washington,

D.C. Div. of Indian Health.

Report No.—DHEW-HSA-74-12-009

Pub Date 74

Note—85p.; For related document, see ED 086 411

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*American Indians, Data Analysis, Disease Rate, Health Facilities, Health Personnel, \*Health Services, Infant Mortality, \*Program Effectiveness, \*Tables (Data), \*Trend Analysis

Identifiers—Alaska, \*Indian Health Service

The American Indian Health Service (AIHS), subsidiary of the Department of Health, Education, and Welfare, is dedicated to elevating the health status of Indian and Alaskan Native peoples by: developing modern health facilities; encouraging Indian acquaintance with and participation in existing programs; being responsive to the concept of self-determination; and by providing options for management, guidance, and participation in the planning, operation, and evaluation of AIHS delivery systems. Operational gains described in this report include: (1) a decrease in disease and death rate (infant death rate down 62 percent; gastroenteritis down 86 percent; influenza/pneumonia down 57 percent; early infancy mortality down 81 percent); (2) an increase in acceptance and use of AIHS (hospital admissions doubled; out patient services quintupled; dental services quadrupled; and hospital births spiraled, eliminating home births); (3) an increase in personnel (physicians up from 125 to 486, dentists from 40 to 180, and registered nurses from 780 to 1,100); (4) an increase in new facilities (13 hospitals, 17 health centers, and 58 field stations). Alteration of 14 standing facilities and implementation of a comprehensive environmental program are also reported. Statistical data, indicative of current trends, are provided for the following areas of concern: Natality, Infant and Maternal Mortality, Morbidity, Medical Services, Dental Services, Family Planning Services, Nursing Services, Environmental Services, Pharmacy Workload Units, and Service Costs. (JC)

ED 098 010 RC 008 209

Weber, Bruce A.

Trickling Down: Are Rural and Rural Poor Family Incomes Responsive to Regional Economic Growth? Institute for Research on Poverty, Discussion Papers No. 210-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 74

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Area Studies, \*Change Agents, \*Economic Development, \*Economic Disadvantage, Employment Opportunities, Family Income, \*Geographic Regions, \*Rural Family, Statistical Analysis

Identifiers—Wisconsin

The past decade has seen a number of studies of how the poverty incidence (the percentage of families below the poverty line) of certain demographic groups changes in response to economic growth. The question of whether regional economic growth trickles down to rural and rural poor families was examined by statistically estimating the relationship between family income

change and multicounty regional economic growth for a sample of 669 rural Wisconsin families with white, nonaged, nondisabled heads of household. These families, surveyed in 1968, were grouped according to farm poor, farm non-poor, rural nonfarm (RNF) poor, and RNF non-poor. Ordinary least squares regression was used to estimate the relationship between family income change and the two indicators of regional economic development (income growth and job growth) over the period 1965-67. The results indicated that poor farm families did not get a proportional share of additional regional income growth. Rural nonfarm nonpoor families appeared to be similarly unable to share proportionately in additional regional income growth. While farm nonpoor and RNF poor families did appear to respond somewhat to regional income growth, it appeared that, on the whole, additional regional income growth could be expected to widen the income gap between urban and rural families. (Author/NQ)

ED 098 011 RC 008 210

Liston, Margaret I., Ed.

Patterns of Living Related to Income Poverty in Disadvantaged Families, A Basebook. North Central Regional Research Publication No. 217.

Iowa Agricultural and Home Economics Experiment Station, Ames.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Aug 74

Note—101p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Demography, Disadvantaged Environment, \*Economic Disadvantage, \*Family Characteristics, \*Family Income, Goal Orientation, Migrants, Negroes, Poverty Research, \*Rural Population, Social Structure, Tables (Data), \*Urban Population

The Technical Committee for NC-90, sponsored by the Agricultural and Home Economics Experiment Stations of 13 states (Alaska, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) and in cooperation with the U.S. Department of Agriculture, has compiled a basebook which identifies patterns of living among relatively disadvantaged families and determines factors significantly associated with these patterns of living for purposes of definition and measurement applicable to descriptive interpretation and intensive analysis related to selective aspects of family disadvantage. This basebook provides an overview of findings from 2,650 rural and urban families in selected areas of the 13 cooperating states, including detailed information of six types: (1) conceptual background and objectives of the project; (2) committee organization and procedures; (3) percentage distributions and descriptive interpretations of family characteristics within each of the samples selected by the cooperating states; (4) similarities and differences in family characteristics within the selected area samples from the states, and among samples of rural, urban, and special types of populations; (5) family attributes associated significantly with an index of income adequacy; and (6) recommendations for further study of data. Examination of numerous family characteristics revealed extensive differences in family life situations. (JC)

ED 098 012 RC 008 211

The State of Navajo Education.

Navajo Tribe, Window Rock, Ariz.

Pub Date Apr 74

Note—78p.; Papers prepared for Federal Policy and Navajo Education Conference (Albuquerque, New Mexico, April 1974)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Accreditation (Institutions), \*American Indians, Bilingual Education, \*Board of Education Role, Certification, \*Decentralization, Early Childhood, Educational Equality, \*Educational Objectives, Educational Quality, \*Educational Responsibility, Speeches

Identifiers—\*Navajo

Ten working papers covered the following topics: (1) Centralized vs. Local Schools, (2) Self-Determination and Contracting, (3) Implications of the Tribal Plans in Education, (4) Navajo Professionals (Indian Preference), (5) Public Schools and Navajo School System, (6) Standards



(Certification and Accreditation), (7) Bilingual Education, (8) Guaranteed Education, (9) School Board Authority, (10) Early Childhood. In general these papers raise questions which primarily relate to the concepts of self-determination, localization, tribal involvement, educational standardization, bilingualism, educational guarantees, functional Navajo school boards, and early childhood development programs, all of which point to a growing concern with and dedication to self-determination. (JC)

## SE

ED 098 013 SE 013 912

Cottingham, Charles Louis

A Comparative Study of CHEM Study and Traditional High School Chemistry in Relation to Students' Success in College Chemistry.

Pub Date 70

Note—182p.; Ph.D. Dissertation, Texas A & M University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-17,802, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Chemistry, \*College Science, Doctoral Theses, Educational Research, \*Predictor Variables, Science Education, Science Instruction, Secondary School Science

Identifiers—\*CHEM Study, Research Reports

Investigated were differences between levels of achievement of freshmen general chemistry students as related to high school chemistry curricula. Objectives of the study were: (1) to measure the degree of success achieved by college general chemistry students related to their high school chemistry curricula, (2) to evaluate CHEM Study as related to the needs of the average student, and (3) to determine recommendations for achieving the goals of science education at both secondary and college levels. The testing instrument was the 1970 form of the American Chemical Society general chemistry achievement test. Participants included representatives from high schools using both traditional and CHEM Study programs. A statistically significant difference existed at the .01 level between the CHEM Study and traditional groups on the achievement test, favoring the CHEM Study group. A significant difference existed between grades of the two groups, favoring the CHEM Study group but no significant difference between high school grades earned. Stepwise multiple regression analyses indicated the college grade to be the most reliable predictor of success and high school grade, the least reliable. Highly significant correlations between high school and college grades of both groups refuted the claim that no relationship exists between high school and college chemistry. (Author/EB)

ED 098 014 SE 013 938

Nutter, Neil Hodges

The Compilation and Evaluation of Instructional Objectives for Introductory Geology Courses Taught by the Audio-Tutorial Approach at Institutions of Higher Learning in the United States.

Pub Date 71

Note—177p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,223, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Audioinstructional Programs, \*Behavioral Objectives, \*College Science, Doctoral Theses, Educational Research, Evaluation, \*Geology, Instruction, Science Education

Identifiers—\*Research Reports

The investigator presents a descriptive survey related to the use of behavioral objectives in audiotutorial programs for the teaching of Introductory College Geology in nine colleges and universities in the United States. If goals and objectives were not given serious attention by the developers of predesigned instruction, reasons for omission were sought, as well as relationships between objectives and effectiveness of the courses. Of nine schools contacted, five indicated that

objectives were not stated in the materials given to students. Those objectives from the four schools that indicated in the affirmative were studied and evaluated mathematically based on completeness in conjunction with Mager's concept of behavioral objectives. None had objectives written completely in behavioral terms. All the programs using the audiotutorial approach were influenced by Postlethwait's work at Purdue University. Schools that exhibited negative attitudes towards development of objectives or those that had been unsuccessful or less than enthusiastic about such course renovation were invariably those who had not formulated objectives to give to their students. (Author/EB)

ED 098 015 SE 013 940

Garrard, Judith McKinnon

Computer Simulation of Verbal Behaviors in Physics.

Pub Date 71

Note—222p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-22,203, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Cognitive Processes, Computer Assisted Instruction, Doctoral Theses, Educational Research, \*Information Theory, \*Models, Physics, Science Education, \*Verbal Learning

Identifiers—\*Research Reports

The purposes of this study were twofold: (1) to test the hypothesis that a Similarity Rating Model based on a Classification Scheme of relationships between six words in physics is representative of human subjects' judgments of similarity between the six words, and (2) to test the hypothesis that the Classification Scheme could be used in a Word Association Model to generate responses in a word association test like those produced by human subjects. The Classification Scheme was in the form of a three-dimensional space with the six chosen physics words plotted as points in space. Pairwise similarity in the Classification Scheme was defined as distance between words. In this research stochastic models of human response behavior were designed based on the Classification Scheme, in the form of FORTRAN computer programs. Ten independent sets of data were generated under each model. Strong and consistent correlations were found between data from the Similarity Rating Model and human data. These findings were interpreted as evidence that the Rating Model was a valid representation of human subjects' judgments of similarity, and the Classification Scheme could thus be used to generate these responses. Moderate to low correlations were found between model data and human data in word association tests, thus interpreted as neither a valid nor reliable representation of human word association behavior. (Author/EB)

ED 098 016 SE 013 942

Frangos, George John

A Study of Three Outcomes of a College Level Course in Physical Science for Nonscience Students (Adapted PSNS).

Pub Date 71

Note—171p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-22,476, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*College Science, Doctoral Theses, Educational Research, \*Instruction, \*Physical Sciences, Science Education, \*Science Instruction

Identifiers—Physical Science for Nonscience Students, \*Research Reports

This study was designed to determine if an adapted version of Physical Science for Nonscience Students (PSNS), a physical science course used for nonscience majors in college, significantly contributes to an understanding of the scientific enterprise, positive attitudes toward science and scientists, and knowledge of solid matter and the techniques for its investigation. Four groups of 23 students each made up the sample. The Solomon Four-Group Design was used. Three instruments were administered as pretests and posttests to the Experimental Group.

Control Group 1 was tested but did not receive treatment. Control Group 2 was given the treatment and tested only at the end of the 14-week period; Control Group 3 received no treatment, but was tested in the same way. Only the Experimental Group and Group 2 had any formal instruction in science, and none had any math courses during this period. Treatment consisted of the Adapted PSNS Course. Students were expected to do science rather than just learn about science. The major difference between this course and the original was one of length, one year as opposed to one semester. From data analyses it was concluded that the course, as taught, was effective. (Author/EB)

ED 098 017 SE 014 695

Moore, Billy Fulton

The Effect of Flexible Modular Scheduling on Student Achievement in BSCS Biology.

Pub Date 70

Note—105p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5795, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Biology, Doctoral Theses, Educational Research, \*Flexible Scheduling, Science Education, \*Secondary School Science, Student Characteristics, \*Study Habits

Identifiers—\*Biological Sciences Curriculum Study, BSCS, Research Reports

Reported is a study to compare the achievement of selected 10th-grade biology students on a traditional schedule with selected 10th-grade biology students on a flexible modular schedule. Both groups studied the blue version of the Biological Sciences Curriculum Study (BSCS) materials. Students were paired in the groups on the basis of their scores on Test 2, Background in Natural Sciences, and the composite of the Iowa Tests of Educational Development. Achievement was measured by use of the BSCS Comprehensive Final Examination for first year biology students. Additional data came from scores on the Brown-Holtzman Survey of Study Habits. Twenty-nine matched pairs of students were involved in the final data analysis. No significant differences were found in achievement; in study habits, study attitudes, and study orientation; nor did school organizational type affect student achievement in BSCS biology. (Author/PEB)

ED 098 018 SE 014 816

Science Teacher's Handbook.

Victoria Education Dept. (Australia).

Pub Date Dec 71

Note—198p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—Curriculum, Laboratory Equipment, \*Safety, \*School Administration, Science Education, \*Science Equipment, Science Materials, \*Secondary School Science, Technical Education

Identifiers—Australia, Victoria

Presented is the draft form of a handbook for science teachers in the secondary technical schools of Victoria, Australia. This handbook is designed to provide teachers with information concerning the administration and operation of the Technical Schools Division, with information concerning safety hazards, liabilities, and procedures in science laboratories and classrooms, as well as with a list of firms and organizations supplying equipment and resources for science teaching. (PEB)

ED 098 019 SE 014 848

Reis, Richard

The Role of Explanation and Prediction in Determining Science Curriculum Content.

Memorial Univ., St. John's (Newfoundland).

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Science, Curriculum, \*Curriculum Development, \*Prediction, \*Science Curriculum, \*Science Education, \*Secondary School Science

Presented is a discussion of the role of explanation and prediction in determining science curriculum content. It is the author's contention that

many of the concepts currently presented in high school and college science courses are based on assumptions long rejected as false by scientists because curriculum designers have failed to examine carefully the difference between explanation and prediction as bases for acceptable scientific theories. It is suggested that curriculum be developed which is based on a study by analogy of the more familiar and easily understood examples of explanation and prediction in science, thereby allowing students to look on explanations as useful but tentative models for examining the universe. (Author/PEB)

ED 098 020

SE 014 973

Friedlander, Michael W.  
The Conduct of Science.  
Pub Date 72  
Note—156p.

Available from—Prentice-Hall, Inc., Order Department, Englewood Cliffs, New Jersey 07632 (Clothbound, \$8.95; paperback, \$3.95)

Document Not Available from EDRS.

Descriptors—Books, \*College Science, College Students, \*Science Education, \*Scientific Enterprise, \*Scientific Literacy, Social Responsibility

This book was designed to be a useful adjunct to any introductory science course. Topics included have been tested in a course for non-science students. The author's objective is to provide students with a basic understanding of the workings of science and its relationship to society. Ten chapters are included: The Social Direction of Scientists; Spreading Scientific Information; Certainty and Authority in Science; Controversy: The Resolution of Scientific Conflicts; Organized Science—New Roles and Decisions; The University: A Home for Research; The Application of Science: Relevance; Science and Government; Values, Priorities, and Choice; and Responsibilities and Obligations. The book also contains a lengthy appendix; a bibliography of books, resource letters in physics, periodicals, and recent publications; and an index. (PEB)

ED 098 021

SE 015 173

Scottish Schools Science Equipment Research Centre, Bulletin No. 58, September 1972.  
Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Sep 72

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Biological Sciences, General Science, Inservice Education, \*Laboratory Equipment, \*Newsletters, Physical Sciences, Plant Science, Science Education, \*Science Equipment, \*Secondary School Science

Identifiers—Scotland

This issue of the bulletin contains four major topics. The first is a discussion of problems involved in establishing good communication with science teachers concerning the activities of the Scottish Schools Science Equipment Research Centre (SSERC) via exhibitions throughout Scotland. The second, headed "Biology Notes," presents a discussion of transpiration in plants. The third topic is a description of a battery box designed to provide ease in charging cells, and the fourth topic is a short list of addresses of equipment suppliers. (PEB)

ED 098 022

SE 015 310

Traylor, E. B.

A Claim for Relevancy. A Continuing Study of the Characteristics and Motives of Students in an Aviation Class and the Influence of the Class on These Students.

Wichita State Univ., Kans. Dept. of Educational Psychology.

Spons Agency—Cessna Aircraft Co., Wichita, Kans.

Pub Date 72

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Attitudes, \*Educational Research, Science Education, \*Secondary School Students, Student Characteristics, \*Student Interests

Identifiers—\*Aviation Education, Research Reports

Reported is research representing a continuation of a series of studies supported by the Cessna Aircraft Corporation. This study focuses on an

aviation class in a medium-size city in Illinois in which the Cessna course plan was used. Information focusing on two questions is presented: the nature of students enrolled in an aviation course and the effects of this aviation course on the students. Data were collected through four instruments: Student Data Form, Air Age Attitude Inventory, Student Personal Reaction Form, and a Supplementary Information Form. Findings are reported by instrument involved. Some of these findings were: students enrolled in aviation classes represent a minority of high school students but enjoy some degree of status or prestige within the school social system in that they have moderately superior grade point averages, are active in school activities, and intend to continue their educational careers. (PEB)

ED 098 023

SE 015 774

Economos, James Michael

Achievement Gains as a Function of Teaching Duration for Introductory Physical Science.

Pub Date 72

Note—118p.; Ed.D. Dissertation, The University of Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-1261, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, Doctoral Theses, Educational Research, \*Instruction, \*Junior High School Students, \*Physical Sciences, Science Course Improvement Project, Science Education, \*Secondary School Science

Identifiers—\*Introductory Physical Science, IPS, Research Reports

This study was an attempt to determine the relationship between students' performance on an achievement test for a given unit in the Introductory Physical Science (IPS) curriculum program and the time spent teaching the unit. The sample consisted of 974 eighth- and ninth-grade students and five IPS teachers. The SCAT Test and the Standard Achievement Test were used as instruments, as well as the IPS Achievement Test for a particular unit. The SCAT-score-to-IPS-score conversion tables and a regression equation were used to predict an expected score on the IPS Test. Scatter diagrams were constructed to establish the relationship between variables. Correlation coefficients were calculated to determine if significant relationships existed between: (1) teaching duration and mean adjusted achievement gains, (2) teaching duration and mean past science achievement gains, and (3) teaching duration and aptitude. Significant differences were found between the latter two stated variables and teaching duration. The classes with the highest mean past achievement required less teaching time; classes with the highest mean aptitude also required less teaching time. (Author/EB)

ED 098 024

SE 015 777

Nance, William Ralph

An Experimental Study to Determine the Change in Attitude Toward Science of College Physics Students in Traditional and Modern Physics Content Programs.

Pub Date 72

Note—95p.; Ed.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-34,196, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Attitudes, \*College Science, Doctoral Theses, Educational Research, \*Instruction, \*Physics, \*Preservice Education, Science Education, \*Scientific Concepts, Student Characteristics

Identifiers—Research Reports

The experiment was designed to study the effects of an instructional strategy on prospective elementary school teachers receiving a course in the modern concepts of physics. The study involved two classes, both of which were taught with the same teaching method. The concepts presented were different. Those considered as traditional content included topics such as speed, velocity, acceleration, and others normally presented in one quarter of general college physics. The second class discussed wave motion, relativity, quantum theory of light, and similar modern concepts. The instrument used to determine attitude of students toward science was a

Purdue Master Attitude Scale, used as a pre- and posttest. A simple-randomized design and a Lindquist treatments by level design were used to test the hypotheses. There was a significant positive change in attitude of students who had received the course in which a modern physics content was used. No other significant differences were established. (Author/EB)

ED 098 025

SE 015 780

Allison, Robert David

An Investigation into the Attitudes Toward Science of College Chemistry Students as a Function of Laboratory Experience.

Pub Date 72

Note—239p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-253, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, \*Chemistry, \*College Science, Critical Thinking, Doctoral Theses, Educational Research, \*Inquiry Training, \*Instruction, Science Education, Student Characteristics

Identifiers—Research Reports

An experimental treatment consisting of inquiry laboratory experiences was administered to a group of 41 students enrolled in an introductory college chemistry course. Using a control group of 36 for comparison, students were evaluated to determine attitudinal changes, critical thinking skills, content mastery, laboratory performance skills, and self-evaluations. The investigator taught all sections. Pre- and posttest instruments used were: (1) the Scientific Attitude Inventory, (2) the Watson-Glaser Critical Thinking Appraisal, Form YM, (3) the Anderson-Fisk Chemistry Test, Form E, (4) a Self-Evaluation Inventory, and (5) a Laboratory Performance Examination (LPE). The t-test was used to test for differences in changes between groups and in test scores for each group. Results indicated that the inquiry approach was neither more nor less effective in improving total attitudes toward science, intellectual attitudes toward science, emotional attitudes, or critical thinking skills. This approach did seem to be significantly more effective in increasing laboratory performance skills and in improvement of intellectual attitudes toward science and in critical thinking skills. (Author/EB)

ED 098 026

SE 015 783

Joel, Uri

The Development and Use of Verbal Interaction System for the Evaluation of the Verbal Teaching Behavior of Secondary Science Student Teachers with Emphasis on Verbal Inquiry Techniques.

Pub Date 72

Note—198p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-461, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Interaction Process Analysis, Science Education, \*Secondary School Science, \*Teacher Behavior, \*Teaching Styles, \*Verbal Communication

Identifiers—Research Reports

In this study an observational system, "Inquiry Interaction Analysis Categories" (IIAC), was developed for analyzing the verbal teaching behaviors of 23 secondary science student teachers. The analysis was made from audio recordings. The Flanders type instrument consisted of 12 categories, some of which were specifically designed to record verbal inquiry teaching techniques. Data processing utilized computer programs for constructing matrices for individuals as well as cumulative matrices. The statistical analysis revealed a degree of complication such that acceptance or rejection of stated hypotheses was not appropriate. It did reveal data that could be used in individual counseling of students. Trends in verbal teaching behaviors could be interpreted by comparisons of various mean scores. It was expected that verbal inquiry teaching techniques would be used by student teachers who taught the so-called new science curricula and that a change in the verbal teaching behaviors would occur in favor of those behaviors

generally considered to reflect inquiry verbal techniques. Findings seemed to support these expectations. (Author/EB)

**ED 098 027** SE 015 784

Johnson, Roger Charles  
Three Presentation Modes of Mechanics Experiments in College Physics.

Pub Date 72  
Note—123p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-643, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—College Science, Doctoral Theses, Educational Research, Instruction, Laboratory Experiments, Laboratory Procedures, Mechanics (Physics), Physics, Science Education, Teaching Methods

Identifiers—Kuder Preference Record, Research Reports

The primary purpose of this study was to determine if self-instructional data analysis sessions could be used effectively as traditional college laboratories to reinforce students' understanding of certain principles of mechanics. The secondary purpose was to determine whether any of the 140 college physics students involved had a dependence on the mode of instruction based on their literary and mechanical scores on the Kuder Preference Record. The self-instructional material was presented in two modes: audio-mechanical and literary. The self-instructional sessions used no physics apparatus. The control session was conducted with short oral presentation, laboratory session, and directed activities. The Latin Square and two-factor mixed design were the statistical analyses used. Results showed that the students used statistically less time in the audio-mechanical and literary modes than in the control mode for two of the three experiments. Statistically equal amounts of time in the three modes were used for the third experiment. No significant statistical interaction between the students' preference of mode and Kuder literary and mechanical difference scores was evidenced. It was concluded that self-instructional data analysis sessions were effective and could be beneficial. (Author/EB)

**ED 098 028** SE 015 786

Miller, George Henry  
Science Support and Science Orientation of College Students in Kentucky.

Pub Date 72  
Note—116p.; Ed.D. Dissertation, University of Georgia; Pages 108-112, previously copyrighted material not microfilmed at request of author.

Available for consultation at University of Georgia Library.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-34,113, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Attitudes, College Students, Doctoral Theses, Educational Research, Science Education, Scientific Attitudes, Scientific Enterprise, Student Attitudes, Student Characteristics

Identifiers—Kentucky, Research Reports

This study investigated some of the attitudes toward science of college students in relation to selected personal and nonpersonal characteristics, and possible relationships between these attitudes. The Schwirian Science Support Scale provided a measure of the extent of support toward science, and the Vitrogon Generalized Attitude Toward Science scale assessed the orientation of respondents toward scientific thought. Comparisons were made of 909 upperclass college students classified as to academic area, hours of college course work in science, type of institution attended, and sex. Each student had completed the general education requirement. The group mean score on an attitude scale was employed in determining the possible effect of the selected variables on attitudes toward science. T-tests and analyses of variance were used for statistical analyses. College students attending large state institutions evidenced stronger support toward science than did students attending small liberal arts colleges, as did students with more than 18 semester hours of science courses, and students majoring in natural science subjects. Stu-

dents pursuing nonteaching careers were more positive toward science than were education majors. No differences were noted between male and female students in their support toward science. (Author/EB)

**ED 098 029** SE 015 787

Nussbaum, Joseph  
An Approach to Teaching and Assessment: The Earth Concept at the Second Grade Level.

Pub Date 71  
Note—216p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-354, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Programs, Concept Formation, Doctoral Theses, Earth Science, Educational Research, Elementary School Science, Instruction, Science Education, Scientific Concepts

Identifiers—Research Reports

The research reported was associated with an early stage of developing a subunit of a curriculum within the framework of the Audio-Tutorial (A-T) Elementary Science Project at Cornell University. The research consisted of two parts: the development of an instructional unit for second-grade pupils and the formative evaluation associated with it. Both the design and analysis of concept learning were based on learning theory constructs of Ausubel. The experiment was conducted in a school considered as an average between an in-city school and a suburban school in terms of the socioeconomic level. The sample of second-grade pupils was stratified according to teachers' ratings and then randomly divided into two groups of 26 children each. One group received the individual A-T instructional unit followed by the interview test. One group was interviewed without any formal instruction. In analyses of responses on the interview tests five different notions of an Earth concept were identified and described. The notions appeared in similar frequencies in both of the groups of the study. The differences expressed in frequency of notion were small, suggesting that the instruction mode required revision and improvement. (Author/EB)

**ED 098 030** SE 015 788

Payne, Charles Ray  
A Comparison of Achievement of High School Chemistry Classes Whose Students and Teachers Use Behaviorally Stated Objectives with Classes Whose Teachers and Students Use Non-Behaviorally Stated Objectives.

Pub Date 72  
Note—184p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-33,251, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Behavioral Objectives, Chemistry, Doctoral Theses, Educational Research, Instruction, Science Education, Secondary School Science, Teaching Procedures

Identifiers—Research Reports

The investigator attempted to show that the use of behaviorally stated objectives in classes of chemistry would result in higher gains in achievement for students in these classes as compared to those in classes where nonbehaviorally stated objectives are used. The multiple linear regression approach to analysis of variance and interaction analysis was used to test the hypotheses. The stepwise regression procedure was used to select the best predictors from certain independent variables. The results of this study did not provide adequate evidence that students achieve more when using behavioral objectives. The experimental group did not make significant gains over the control groups. It was hypothesized, however, from strong implications of increasing value of the F-ratios, decreasing value of the probability, and higher mean gains of the last chapter studied, that the experimental group, if given more time, would gain more than the control group in a similar study. The I.Q. of students taking chemistry appears to be a better predictor of gain scores than is grade level. Teacher influence on achievement of students using behavioral objectives was significant. (Author/EB)

**ED 098 031** SE 015 790

Reeder, Robert Edward  
Content Involving Scientists in Selected Secondary School Science Textbooks of New and Traditional Curricula Published During 1957-1970.

Pub Date 72  
Note—188p.; Ed.D. Dissertation, The University of Nebraska

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-130, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Doctoral Theses, Educational Research, Instructional Materials, Science Education, Science History, Scientists, Secondary School Science, Textbook Content, Textbooks

Identifiers—Research Reports

Forty-five textbooks of biology, chemistry, and physics (new and traditional curricula) were analyzed for the extent to which they devoted words to scientists. Each scientist named in each text was identified, and word counts were established for the total words devoted to each scientist and the number of these words which were humanistic by the definition accepted for this study. Summary data were developed regarding: total individual scientists named, average distribution of scientists within five historical periods, and the top 10 scientists named in the series (identified as the 10 which had the greatest number of words devoted to them.) Summary data for the subject area groups of texts and groups of new and traditional curricula texts were developed. Findings showed that most of the text series from all three subject areas were found to have increased in the number of words devoted to scientists during the period 1957-70. The new curricula text series in biology and physics showed higher totals than the traditional texts. Traditional chemistry texts contained many more total words, humanistic words, and a larger number of scientists than did the newer texts, a condition opposite that for biology and physics. (Author/EB)

**ED 098 032** SE 015 794

Townsend, Charles Edwin  
Student Ratings of Secondary-School Science Teachers.

Pub Date 72  
Note—84p.; Ph.D. Dissertation, Western Michigan University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-34,010, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Junior High School Students, Role Perception, Science Education, Science Teachers, Secondary School Students, Student Opinion, Student Teacher Relationship

Identifiers—Research Reports

The purpose of this study was to determine what relationships might exist between certain characteristics of junior-high and high-school science teachers and student ratings of these teachers. The subjects consisted of all general science, chemistry, physics, and biology teachers who voluntarily requested the services of the Student Reaction Center and Educator Feedback Center at Western Michigan University during the years 1961-63 and 1968-70. Student ratings of the teachers were measured by the Student-Opinion Questionnaire and the Teacher-Image Questionnaire. Major dependent variables consisted of an average of the ratings of the teacher characteristics common to various forms of the questionnaires. The primary statistical treatment employed was one-way analysis of variance. Of 16 teacher characteristics investigated, science teachers rated significantly higher than non-science teachers on fairness, attitude toward student ideas, sense of humor, and self-control. Significant differences were detected between student ratings of science teachers and characteristics of age, college degree, teaching experience, teachers' perceptions of classes, and size of class taught. (Author/EB)

**ED 098 033** SE 016 529

The Education of Teachers for Integrated Science (Teaching Science for Today's Society).

Pub Date 12 Apr 73



## 88 Document Resumes

Note—34p.; Draft report of ICSU International Conference (University of Maryland, April 1973); Best copy available

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Curriculum, Inservice Teacher Education, \*Integrated Curriculum, \*International Education, \*Preservice Education, \*Science Education, \*Teacher Education, Unified Studies Programs

**Identifiers**—\*International Council of Scientific Unions, ICSU

This publication is the draft record of papers and reports presented at plenary sessions of the International Conference of the International Council of Scientific Unions (ICSU). The theme of this conference was "Education of Teachers for Integrated Science." The papers deal with problems related to preservice and inservice teacher education. In addition to the papers, a 55-item bibliography is included. (PEB)

**ED 098 034** SE 016 597  
Alden, John D.

**What's Different About Engineering Students? Engineering Manpower Bulletin Number 24.**

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Jul 73

Note—6p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Career Choice, \*Engineers, Occupational Guidance, \*Research, \*Subprofessionals, Surveys

Reported is an analysis of responses obtained from 51,600 high school seniors in the state of Indiana. Of these seniors who graduated with the class of 1972, 2,000 gave engineering as their vocational choice; another 1,200 indicated that they planned to become technicians. Summarized are differences in the characteristics of the students, their vocational plans, and the reasons why they choose certain vocational fields. Similarities and differences between those selecting engineering and technical vocations are compared to those selecting other vocations. Having family members in an occupation or being in close contact with someone working in a particular field appear to be important factors influencing the career choice of students. (RH)

**ED 098 035** SE 016 851  
Alden, John D.

**The Engineer as a Manager. Engineering Manpower Bulletin Number 25.**

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Sep 73

Note—4p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$1.50, bulk price on request)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Education, \*Educational Needs, \*Engineers, Occupational Surveys, \*Research, Supervisors, \*Surveys

**Identifiers**—\*Career Patterns

Data regarding supervisory responsibility of engineers are analyzed and implications of these analyses are considered. The data indicated that a majority of engineers were employed as managers or supervisors. The data also indicated that those engineers with no supervisory responsibility declines from 38 percent in the 25-30 year old group to 12 percent among 40-45 year olds. Based on the large number of engineers who move into management responsibilities, there is a need for increased opportunity for appropriate educational experiences; most apparently need such work between the ages of 30 and 45. (RH)

**ED 098 036** SE 016 881  
Unit: Metals, Inspection Pack, National Trial

Print. Reference No. 306.

Australian Science Education Project, Toorak, Victoria.

Pub Date Nov 72

Note—95p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

**Descriptors**—\*Earth Science, Metal Industry, Metallurgy, \*Metals, \*Science Activities, Science Course Improvement Project, Science Education, \*Secondary School Science, \*Teaching Guides

**Identifiers**—ASEP, \*Australian Science Education Project

The contents of this Australian Science Education Project (ASEP) unit are designed for students who have worked through two other ASEP units: Models (ED 068 298) and Charge (SE 016 883). Three other units, Electric Circuits (ED 081 576), Minerals and Crystals (ED 058 059), and Sticking Together (ED 081 573), are considered to provide background information and experiences considered desirable but not necessarily essential. The National Trial Print packet contains a teacher's guide and a student book. In addition to the information found in the student book, the teacher's guide contains recommendations for the use of the unit, unit plan, objectives and expected outcomes, references, audiovisuals, and equipment list. Students are presented with a historical introduction to metals from their discovery to present-day uses and are expected to do a project on metals. On completion of this project, students have nine options from which to choose. (PEB)

**ED 098 037** SE 016 883  
Unit: Charge, Inspection Pack, National Trial

Print. Reference No. 214.

Australian Science Education Project, Toorak, Victoria.

Pub Date Apr 72

Note—60p.; See ED 055 892 for the first trial

edition

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS.

**Descriptors**—Electric Batteries, Electric Circuits, \*Electricity, \*Physical Sciences, Science Activities, \*Science Course Improvement Project, Science Education, \*Secondary School Science, \*Teaching Guides

**Identifiers**—ASEP, \*Australian Science Education Project

This physical science unit from the Australian Science Education Project (ASEP) focuses on electrostatics. After students complete the activities contained in the core of the unit, they have six optional activities to pursue: How do charged objects behave? (conductors, insulators, charged objects); What is blue? (formation of copper ion); Putting on a shiny coat (electroplating); Electric cells; Will any liquid do? (conductors, nonconductors); Whodunit? (background information on Franklin, Galvani, Volta). Included in the National Trial Print version are a teacher's guide and a student book. The student book contains the core and optional activities as well as self-tests for these activities. In addition to the material contained in the student book, the teacher's guide provides background information for the activities and a list of needed equipment. (PEB)

**ED 098 038** SE 016 992  
Scottish Schools Science Equipment Research Centre, Bulletin No. 66, October, 1973.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Oct 73

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Equipment Evaluation, Equipment Manufacturers, \*Laboratory Equipment, \*Microscopes, \*Newsletters, Science Education, \*Science Equipment

**Identifiers**—Scotland

This issue of the newsletter presents a discussion relative to a revised equipment list for physics, alerts the readers of the newsletter to the fact that the list for integrated science is being revised, presents the second of a two-part article on choosing a microscope for teacher demonstrations and microprojection uses, and concludes with a list of equipment suppliers. (PEB)

**ED 098 039** SE 017 071  
Situation Report—Dahomey, Ethiopia, Mali, and

Mauritius.

International Planned Parenthood Federation, London (England).

Pub Date 73

Note—25p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Contraception, Demography, \*Family Planning, \*Foreign Countries, \*Population Trends, Programs, Resource Materials, Social Welfare, \*Statistical Data

Data relating to population and family planning in four foreign countries are presented in these situation reports. Countries included are Dahomey, Ethiopia, Mali, and Mauritius. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth, and death rates. Family planning situation considers family planning associations and personnel; government attitudes; legislation; family planning services; education/information; training opportunities for individuals, families, and medical personnel; research and evaluation; program plans; government programs; and related supporting organizations. Bibliographic sources are given. (DT)

**ED 098 040** SE 017 322  
Situation Report—Algeria, Bangladesh, Fiji, Gilbert and Ellice Islands, Iran, Jordan, New Zealand, Rwanda, and Sierra Leone.

International Planned Parenthood Federation, London (England).

Pub Date 74

Note—48p.; Best copy available

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Contraception, Demography, \*Family Planning, \*Foreign Countries, \*Population Trends, Programs, Resource Materials, Social Welfare, \*Statistical Data

Data relating to population and family planning in nine foreign countries are presented in these situation reports. Countries included are Algeria, Bangladesh, Fiji, Gilbert and Ellice Islands, Iran, Jordan, New Zealand, Rwanda, and Sierra Leone. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth, and death rates. Family planning situation considers family planning associations and personnel; government attitudes; legislation; family planning services; education/information; training opportunities for individuals, families, and medical personnel; research and evaluation; program plans; government programs; and related supporting organizations. Bibliographic sources are given. (DT)

**ED 098 041** SE 017 382  
Karplus, Robert, Comp. Lawson, Chester A., Comp.

SCIS Teacher's Handbook.

California Univ., Berkeley. Science Curriculum Improvement Study.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 74

Note—179p.; A related document is ED 026 243.

Available from—Science Curriculum Improvement Study, Lawrence Hall of Science, University of California, Berkeley, California 94720 (\$2.00)

Document Not Available from EDRS.

**Descriptors**—Audiovisual Aids, Curriculum Design, \*Elementary School Science, Program Descriptions, \*Science Course Improvement Project, Science Education, Scientific Concepts, \*Teaching Guides

**Identifiers**—Piaget (Jean), \*Science Curriculum Improvement Study, SCIS

This teacher's handbook provides information about the philosophy, rationale, and teaching strategies of the Science Curriculum Improvement Study (SCIS) program, as well as information about the SCIS physical and life science sequences to provide teachers with an understanding of the program's overall content and structure. Much of the material in the handbook is based on the "SCIS Elementary Science Sourcebook," ED 026 243. This publication consists of nine chapters: Educational and Scientific Foundations of the SCIS Program, Approaches to Teaching, Psychological Background, Piagetian Operations in the SCIS Program, Overview of the SCIS Program, The SCIS Evaluation Supple-

ments, Concept Encyclopedia, The SCIS Laboratory Materials, and SCIS Organisms and Their Care. It also includes three appendices: Teacher Self-inventory; SCIS Films; and Reading List, a glossary, and an index. (PEB)

**ED 098 042** SE 017 383

Herrera, Sharon Thier, Herbert D.  
**Teacher's Guide for Science for Kindergarten.**  
Preliminary Edition.

California Univ., Berkeley. Science Curriculum Improvement Study.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 74

Note—91p.

Available from—Science Curriculum Improvement Study, Lawrence Hall of Science, University of California, Berkeley, California 94720 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—Biological Sciences, \*Elementary School Science, General Science, \*Kindergarten, Kindergarten Children, \*Process Education, \*Science Course Improvement Project, Science Education, \*Teaching Guides  
Identifiers—"Science Curriculum Improvement Study," SCIS

Presented is the teacher's guide for "Science for Kindergarten," a part of the materials developed for the Science Curriculum Improvement Study project. Aimed at developing the children's powers of observation, discrimination, and description, the unit includes nine topics: Color, Shape, Texture, Smell, Sound, Size, Quantity, Position, and Organisms. Through the use of games, puzzles, and other activities children observe and describe a wide variety of objects and organisms in the classroom and outside. Included are many activities involving comparison of objects by properties, the ideas of number and volume, and changes that occur over time. The teacher's guide provides helpful suggestions for the teacher, describes the design and use of the equipment kit for the unit, and lists the necessary equipment. For each activity, the guide provides various pieces of information: a list of objectives, background information, any advance preparation required, teaching suggestions, and further activities. However, all of these topics are not provided for each activity. (PEB)

**ED 098 043** SE 017 642

Anderson, Jack Ronald Kubicek, Leonard  
**The Development and Affective Evaluation of a Minicourse Structure for General Education Earth Science.**

Pub Date 73

Note—146p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1598, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—"College Science, Curriculum Design, \*Curriculum Evaluation, Doctoral Theses, \*Earth Science, Educational Research, Science Education, \*Student Attitudes, Student Characteristics, Undergraduate Study  
Identifiers—"Research Reports

The purposes of this study were: to determine the degree to which student attitudes were changed by the use of minicourses and to produce a model which could be used by other academic departments interested in the use of minicourses. The study included 240 students in four sections of Earth Science at the University of Northern Colorado. Each student was required to elect three one-hour minicourses to fulfill his general education requirement. Student attitudes were determined by a Self Evaluation Questionnaire (SEQ) pretest and posttest. A t-test was used to test significance of change in mean scores and Chi-square analysis using 101 matched pairs was also used. Significance was determined to be the .05 level. A telephone survey was used to assess change in student affective behavior. The findings of the study showed significant positive change in attitude of students toward earth science. (Author/EB)

**ED 098 044** SE 017 643

Boes, Robert Joseph  
**The Relation of Selected Student Characteristics to Understanding of Science.**

Pub Date 73

Note—120p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,901, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Achievement, \*Attitudes, \*College Science, Doctoral Theses, Educational Research, \*Instruction, Science Education, \*Scientific Attitudes, \*Scientific Concepts, Student Attitudes, Student Characteristics  
Identifiers—"Research Reports

Some of the purposes of this study were: (1) to determine whether the "Meaning of Science" course can make a significant contribution to college students' understanding of science, (2) to determine whether the course can promote a positive change in attitude toward science, and (3) to identify academic and non-academic characteristics related to students' achievement. The sample consisted of 32 graduate and undergraduate students enrolled in the "Meaning of Science" course. Data used were collected through student questionnaires, the Rokeach Dogmatism Scale, the Scientific Attitude Inventory and the National Assessment in Science for Young Adults. The criteria for achievement in the course were gain scores on the Wisconsin Inventory of Science Processes and the Test on Understanding Science, Scale III. Significance of growth on the criterion measures was determined by comparison of pretest and posttest means via t-tests for related measures. The .05 level of probability was selected. The analyses of these tests revealed a statistically significant improvement in both understanding of and attitude toward science for the students involved. (Author/EB)

**ED 098 045** SE 017 645

Curtis, Karl Frederick

**A Determination of the Activities of the State-Level Science Specialist.**

Pub Date 73

Note—185p.; Ed.D. Dissertation, The University of Nebraska - Lincoln

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-598, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Curriculum, Doctoral Theses, Education, Educational Research, \*Science Education, \*Specialists, \*State Supervisors, \*Supervisory Activities

Identifiers—"Research Reports

The investigator used this study to develop an appropriate model for the determination of the activities of a state science specialist. A questionnaire of activities was developed and state science specialists were asked to rate stated activities from greatest to least importance. A Q-sort instrument was used to determine opinions of Nebraska teachers, administrators, college instructors, and consultants, on the relative importance of the stated activities. Nebraska educators rated the categories of activities in the following order: (1) Activities Involving Individual Schools, (2) Activities Involving Curriculum and Instruction, (3) Activities Involving Pre- and In-service Teacher Education, (4) Activities within the State Education Agencies, (5) Activities Involving Other Public and Private Organizations, and (6) Activities Involving Professional Organizations. Recommendations were directed toward other subject area consultants of the Nebraska State Department and to other state education agencies in efforts to determine the activities and priorities for their curriculum staffs. (Author/EB)

**ED 098 046** SE 017 674

Villavicencio, Rosalina Real

**An Analysis of the In-Service Training Programs for Biology Teachers in the Philippines with Emphasis on Their Effectiveness in Teaching Inquiry-Oriented Materials.**

Pub Date 73

Note—236p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-5341, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Biology, Doctoral Theses, Educational Research, \*Inquiry Training, \*Inservice Teacher Education, Science Education, Secondary School Science, \*Teacher Education, Teacher Improvement, Teaching Procedures  
Identifiers—"Biological Sciences Curriculum Study, BSCS, Philippines, Research Reports

The purpose of this study was to evaluate the 1972 biology inservice summer institute programs conducted in five Regional Science Teaching Centers (RSTC) in the Philippines. Investigated were: (1) the effect of summer institute programs, using the biology curriculum material adapted for the Philippine high schools (Green version BSCS) on teachers' knowledge of biology and nature and processes of science, (2) attitude of teachers toward the program, (3) attitude of teachers and students toward the laboratory exercises, (4) effect of the use of adapted materials on the achievement of students in biology, and (5) teaching methods and strategies employed by the teachers. One biology class of each of 25 teachers was the subject of testing before and after the summer program. Among the conclusions were: (1) there was an increase in teachers' knowledge of biology and processes of science after the program; (2) the students did perform better in achievement tests; (3) the classroom activities were mostly inquiry-oriented; and (4) acquisition of the understanding and processes of science was related to achievement among teachers and students. (Author/EB)

**ED 098 047** SE 017 820

Kaufman, Oscar A. And Others

**A Place to Be, Filmstrip Manual. The Environment and Society. Adult Basic Education.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 74

Note—22p.; For a related document, see ED 092 675

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—"Adult Basic Education, Audiovisual Aids, City Planning, \*Environmental Education, \*Filmstrips, \*Guides, Manuals, Resource Materials, \*Urban Environment

This manual contains the script and description of the action of a filmstrip which supplements a unit on people and cities. Suggestions are made for using the filmstrip to its greatest advantage. Questions for class discussion and related activities are included. (Author/LJ)

**ED 098 048** SE 017 865

Hollingsworth, Caroline Dean

**A Comparison of Verbal and Nonverbal Instruction in Elementary School Mathematics.**

Pub Date 73

Note—150p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-6594, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Effective Teaching, \*Elementary School Mathematics, Grade 4, \*Instruction, \*Research, Teaching Methods

The purpose of this study was to assess the relative effectiveness of verbal teaching methods as compared to a nonverbal approach which permitted no oral communication. Four fourth-grade classes consisting of a total of 88 students in one school were randomly assigned to treatment groups so that two were taught nonverbally and two were taught by conventional methods; two teachers were assigned one class of each type. Instructional material consisted of four independent topics: geometric figures, lattice operations, ordered pair coordinates, and function machines. A pretest-posttest control group design was used, and an analysis of covariance showed no significant differences between treatments or teachers, nor any interaction between them. There was no interaction found between treatment and level (high or low) of either aptitude or achievement as measured by California Test scores. The investigator concluded that the demonstrated comparability of the two teaching methods not only pointed to nonverbal instruction as an alternate mode, but also seriously questioned the effectiveness of conventional teacher talk in enhancing learning. (Author/DT)

**ED 098 049** SE 017 866

Burke, Gerald Clayton

**Case Studies of High School Students Using Physical Models to Study Mathematical Systems.**

Pub Date 73

Note—74p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-6013, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Activity Learning, Class Organization, Doctoral Theses, Individualized Instruction, \*Instruction, \*Mathematical Models, \*Research, \*Secondary School Mathematics

Identifiers—\*Modern Algebra, Proof Mathematics

Ten highly motivated and above-average intermediate algebra students were selected to complete a ten-week schedule of activities involving the mathematizing of some physical representation of a phenomena and the studying of that model. Ten activity-based exercises, most adapted from **LABORATORY MANUAL FOR ELEMENTARY MATHEMATICS** by Fitzgerald, et al., were the source of techniques and procedures. All sessions were recorded on audio tapes as the students worked in small groups or individually. The results of the study were reported using the case study procedure. The investigator felt that the results demonstrated that within the constraints of normal classroom conditions, high school students can achieve a higher level of understanding the entire nature of model building both physical and abstract, of the axiomatic process, and of the process by which propositions are logically deduced from other assumptions and proved. (Author/DT)

**ED 098 050** SE 017 867

Harutunian, Harold

**Validation of a Learning Hierarchy Using Classroom Interaction.**

Pub Date 73

Note—173p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-7621, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Addition, Doctoral Theses, \*Elementary School Mathematics, Fractions, Grade 5, \*Instruction, \*Learning, Learning Theories, Mathematics Education, \*Research

This study was concerned with the verification of a learning hierarchy for the mathematical task of adding fractions, when group learning procedures involving teacher-student interaction were used. Through a task analysis procedure a hierarchy of 13 subordinate skills was hypothesized, behavioral objectives were specified, and a curriculum sequence was developed. Test materials were constructed directly from the behavioral objectives to yield pass-fail information on each subskill and on the final task. The classes of five fifth-grade teachers participated. A pretest indicated that although some children had prior knowledge of some lower subskills, none were able to perform the final task. The final task and subordinate skills posttest showed a significant attainment of the task and the skills by the sample. Two different methods were used to examine the children's achievement patterns in order to determine if the hierarchy had been validated; the investigator concluded that, under both methods, the values calculated from posttest results exceeded the minimum criterion established for validity. Validation based on daily quiz performance yielded similar results. (Author/DT)

**ED 098 051** SE 017 868

Ladd, Norman Elmer

**The Effects of Electric Calculators on Attitude and Achievement of Ninth Grade Low Achievers in Mathematics.**

Pub Date 73

Note—126p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-6225, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Calculation, Doctoral Theses, Grade 9, \*Instruction, \*Low Achievers, Manipulative

Materials, Motivation, \*Research, \*Secondary School Mathematics, Teaching Techniques

Identifiers—\*Calculators

The purpose of this study was to determine whether the use of electric calculators offered an effective remedy for the lack of success and the corresponding negative attitude of the low achiever in mathematics. Two hundred and one low achievers were randomly scheduled into one of five control sections or into one of five experimental sections. Each of the five teachers taught one control and one experimental section. All groups followed the same lesson sequence, with the control groups using only paper and pencil for all calculations and the experimental sections using electronic calculators. Pretests and posttests of mathematical attitude (measured by the NLSMA Attitude Inventory) and of mathematics achievement (measured by the Cooperative Mathematics Test for Grades 7, 8, and 9) were given. Among the findings were significant differences (.05 level) between pretest and posttest mean scores on both attitude and achievement tests for both the experimental and the control group, but no significant differences between posttest mean scores for experimental and control group on achievement and on attitude. (Author/DT)

**ED 098 052** SE 017 869

Roderick, Stephen Alan

**A Comparative Study of Mathematics Achievement by Sixth Graders and Eighth Graders, 1936 to 1973, 1951-55 to 1973, and 1965 to 1973.**

Pub Date 73

Note—373p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-7423, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Achievement, Doctoral Theses, \*Elementary School Mathematics, Grade 6, Grade 8, Mathematics Education, \*Research, Secondary School Mathematics, Student Characteristics

The purpose of this study was to gather descriptive data about the mathematics achievement levels of students in grades 6 and 8 in 1973 for comparisons to data from 1936, 1951-55, and 1965. Among the areas identified for comparisons were whole number computation, fractional equivalents, problem solving, computation involving compound denominator numbers, ratios and proportions, geometrical and measurement concepts, numeration, and number systems. The Iowa Tests of Basic Skills items from past years were readministered to classes chosen from representative Iowa schools. Intact tryout units, the same testing format, and the same testing procedures as in the past were used. Among the results were: (1) achievement in grades 6 and 8 in 1973 was clearly inferior to achievement in 1936 in problem solving; computation with whole numbers and fractions; decimals, percentages, and fractional parts; (2) achievement in 1973 was inferior to achievement in 1951-55 in computation with whole numbers and fractions at grade 6, and decimals, percentages, and problem solving at grade 8; and (3) achievement in grades 6 and 8 in 1973 was inferior to achievement in 1965 in problem solving. (Author/DT)

**ED 098 053** SE 017 870

Brown, John Kenneth, Jr.

**Textbook Use by Teachers and Students of Geometry and Second-Year Algebra.**

Pub Date 73

Note—177p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-5534, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, \*Instruction, Instructional Materials, Mathematics Education, \*Research, \*Secondary School Mathematics, \*Textbooks

The uses of the textbook made by the teacher in daily and long-range planning, the uses by the student in daily study and review, and interactive uses between teacher and student relating to homework assignments and reading of the text were investigated. Thirty-six teachers were

selected randomly from among those teaching geometry and second-year algebra in high schools near Champaign, Illinois, and six more teachers were specifically selected based on their ratings as excellent teachers by their supervisors. One class was selected from those taught by each teacher. Each class was visited on three or four occasions by the researcher. Each teacher was interviewed after each visit, and student questionnaires were administered during the third observed class. Results revealed very heavy dependence on the text by both teachers and students. Teachers followed the textbook very closely with regard to content selection and sequencing and rarely presented topics not in the text. Content of the text typically was pursued section by section; within sections, teachers usually followed an approach to the topic highly similar to that of the text. No prevalent approach to encouraging and aiding student reading of the text was found. Students did not utilize their text as a reference for subjects other than mathematics, nor in general did they read books about mathematics other than the textbook. (Author/DT)

**ED 098 054** SE 018 075

Kidder, F. Richard

**An Investigation of Nine-, Eleven-, and Thirteen-Year-Old Children's Comprehension of Euclidean Transformations.**

Pub Date 74

Note—25p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Atlantic City, New Jersey, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Cognitive Development, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, Mathematics Education, \*Research, Secondary School Mathematics, Student Characteristics

Identifiers—\*Transformation Geometry

This study investigated middle school children's ability to form a mental image of a planar figure and to: (1) mentally flip, turn, or slide this representation and then construct the resultant image in correct position ("performing individual motions"), (2) perform two such motions in succession ("composition of motions"), (3) perform the process in reverse ("inverse motions"), and (4) hold length invariant while attempting the above three operations. The sample consisted of 30 students at the upper three-fourths ability level in each of grades 4, 6, and 8. Five tests were given to each student: (1) a 20-item paper-and-pencil pretest to determine ability to perform transformations at the perceptual-recognition level; (2) an individual test to see if students could physically perform flips, turns, and slides; and (3) a three-part transformation test, measuring performance on individual motions, compositions, and inverses. Five Age X Motion ANOVAs were used to analyze the five tests. Age was significant only in the pretest and the individual motions test. Slides were easier to perform than either flips or turns. A majority of subjects in each group failed to perform individual motions, compositions, and inverse motions; the majority of the errors on each task came from the failure to conserve length. (DT)

**ED 098 055** SE 018 091**Addresses and Reports, Annual Meeting of the National Science Teachers Association (22nd, Chicago, Illinois, March 15-19, 1974).**

National Science Teachers Association, Washington, D.C.

Pub Date Mar 74

Note—178p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Abstracts, \*Conference Reports, \*Elementary School Science, National Organizations, \*Science Education, \*Secondary School Science, \*Teacher Education

Identifiers—\*National Science Teachers Association, NSTA

Contained in this publication are abstracts of the various contributed papers, speeches, concurrent sessions, science seminars, forums, and curbside clinics of the 22nd annual meeting of the National Science Teachers Association. Materials from the affiliated groups: Association for the Education of Teachers in Science (AETS), Council for Elementary Science International (CESI), and the National Science Supervisors Association (NSSA) are also included. (PEB)



## ED 098 056

SE 018 171

Brown, Lewis M.

**Relationships Between Progressivism, Traditionalism, Dogmatism, and Philosophical Consistency in Science, English and Elementary School Teachers.**

Pub Date 17 Apr 74

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974); Marginal legibility on Table 4 and Figure 1

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Philosophy, \*Educational Research, Elementary School Teachers, Philosophy, \*Predictor Variables, Science Education, Student Teachers, \*Teacher Attitudes, \*Teacher Characteristics

Identifiers—Research Reports

This study was concerned with the delineation of relationships among teacher attitudes on progressive and traditional teaching ideologies, personal philosophical orientation, and the degree of individual differences in openness or closedness of belief systems among secondary and elementary teachers. Sixteen science student teachers and 54 science, English and elementary school teachers were participants in the study. Three tests, the Kerlinger Education Scale I, the Rokeach Dogmatism Scale, and the Hug Philosophical Consistency Test, were taken by all participants. Multi-linear stepwise regression and analysis of variance were used to determine predictive value of life philosophy upon educational attitude and to determine differences. Significant differences between pairs of groups were determined with t-tests. Conclusions from the study indicate life philosophy is related to educational attitude. Knowing the life philosophy would help in the formation of teaching teams and in assignment of student teachers to co-operating teachers. English teachers scored significantly different on the philosophical test; the results indicated they had greater experience with philosophy during college years than did science teachers. (Author/EB)

## ED 098 057

SE 018 172

Smith, Walter Scott

**Increasing the Participation of Women in Science Careers.**

Pub Date 17 Mar 74

Note—7p.; Paper presented at the National Convention of National Science Teachers Association (22nd, Chicago, Illinois, March 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Career Opportunities, \*Careers, Educational Discrimination, \*Females, \*Feminism, \*Science Careers, Sciences, Working Women

The author presents some educational practices which, in his view, perpetuate the notion that some careers should naturally be pursued by women or by men and the idea that women and men as classes possess many group characteristics that go beyond genetically-based attributes. Suggestions are given for ways of encouraging women to pursue the broad range of all science careers, especially those which can be identified as traditionally male. Four strategies are described as means to increase the participation of women in science careers. First, educators should modify their own behavior or alter school practices which perpetuate outmoded myths about specific roles for women. Secondly, supplemental curriculum materials should portray women in a variety of science career roles. Science educators must encourage women into those science and math courses which have been avoided by too many women which will enable them to pursue collegiate science majors. Another strategy would be to acquaint women of all school ages with women already pursuing high level science careers, and the final strategy, a basic need for opening up the broad range of all careers for all women. (Author/EB)

## ED 098 058

SE 018 173

Selsner, Will L. Milliken, Don Q.

**An Analysis of Factors Successful in the Implementation of Innovative Science Programs in the Elementary and Secondary Rural Schools. Final Report.**

Northwest Missouri State Univ., Kirksville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-G-023

Pub Date Jun 73

Grant—OEG-7-72-0011(509)

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Curriculum, \*Educational Innovation, Educational Research, \*Elementary School Science, Instructional Innovation, Science Course Improvement Project, \*Science Education, \*Secondary School Science

Identifiers—\*Missouri, Research Reports

Presented in a final report designed to analyze factors successful in the implementation of innovative science programs in elementary and secondary rural schools in Missouri. Thirty elementary schools in a 25 county area were studied and data gathered via multiple choice questionnaires and personal interviews. Thirty-one secondary schools were randomly selected from those located in the 25 counties comprising the northeast corner of Missouri. A Basic Secondary Questionnaire was given to 65 secondary teachers, with 34 being randomly selected from this group to complete an in-depth teacher interview. Principals and/or superintendents of the participating secondary schools also completed a Secondary Administrative Questionnaire. Teacher and administrator factors were identified as affecting implementation of innovative programs. Data and results are presented separately for each of the two major educational levels. Copies of the questionnaires used are included in the appendix of the report. (PEB)

## ED 098 059

SE 018 188

Holland, Bill

**Learning Activity Package, Geometry 114, LAPs 37-45.**

Ninety Six High School, S. C.

Pub Date [73]

Note—151p.; See ED 069 506 for the first three LAPs in this geometry course

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Curriculum, \*Geometry, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, Objectives, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages (LAPs) in geometry, these units cover the topics of proof; geometric inequalities; perpendicular lines and planes in space; parallel lines in a plane, and parallel lines and planes; polygonal regions and areas; similarity; plane coordinate geometry; circles and spheres; and characterization and construction. The units each include a rationale for the material being covered, a list of behavioral objectives, a list of resources which indicate reading assignments from texts and which specify problem sets for the students to complete, a student self-evaluation sheet, suggestions for advanced study, and references. (DT)

## ED 098 060

SE 018 189

Evans, Diane

**Natural Numbers, Whole Numbers, and Integers. Learning Activity Package, Pre-Algebra, LAP 7.**

Ninety Six High School, S. C.

Pub Date [73]

Note—13p.; See ED 069 503 for other pre-algebra LAPs

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Algebra, Curriculum, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, Number Concepts, \*Number Systems, Objectives, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

This teacher-prepared Learning Activity Package (LAP) for individualized instruction in topics in pre-algebra covers the natural numbers, whole numbers, and integers. The unit contains a rationale for the material, a list of behavioral objectives, a list of resources including texts (with reading assignments and problem sets specified) and tape recordings, a problem set for student

self-evaluation, suggestions for advanced study, and references. (DT)

## ED 098 061

SE 018 190

Evans, Diane

**Learning Activity Package, Algebra 93-94, LAPs 12-22.**

Ninety Six High School, S. C.

Pub Date [73]

Note—164p.; See ED 069 504 for related document

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Algebra, Analytic Geometry, Curriculum, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, Number Systems, Objectives, \*Secondary School Mathematics, Set Theory, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

A set of 11 teacher-prepared Learning Activity Packages (LAPs) in beginning algebra, these units cover sets, properties of operations, operations over real numbers, open expressions, solution sets of equations and inequalities, equations and inequalities with two variables, exponents, factoring and polynomials, functions, and equations and their applications. Each unit contains a rationale for the material; a list of behavioral objectives; a list of resources including texts (with reading assignments and problem sets specified), tape recordings, commercial games, filmstrips, and transparencies; a problem set for student self-evaluation; suggestions for advanced study; and references. (DT)

## ED 098 062

SE 018 191

Evans, Diane

**Learning Activity Package, Algebra 103-104, LAPs 23-33.**

Ninety Six High School, S. C.

Pub Date [73]

Note—190p.; See ED 069 504 for related document

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Algebra, Analytic Geometry, Curriculum, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, Number Systems, Objectives, Probability, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

This set of 11 teacher-prepared Learning Activity Packages (LAPs) in intermediate algebra covers number systems; exponents and radicals; polynomials and factoring; rational expressions; coordinate geometry; relations, functions, and inequalities; quadratic equations and inequalities; Quadratic functions; systems of equations and inequalities; complex numbers; and probability. Each unit contains a rationale for the material being covered; a list of behavioral objectives; a list of resources including texts (with reading assignments and problem sets specified), tape recordings, commercial games, filmstrips, and transparencies; a problem set for student self-evaluation; suggestions for advanced study; and references. (DT)

## ED 098 063

SE 018 192

Holland, Bill

**Learning Activity Package, Algebra 124, LAPs 46-55.**

Ninety Six High School, S. C.

Pub Date [73]

Note—130p.; See ED 069 505 for related document

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Algebra, Curriculum, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, Objectives, Probability, \*Secondary School Mathematics, Statistics, Teacher Developed Materials, Teaching Guides, \*Trigonometry, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

A series of 10 teacher-prepared Learning Activity Packages (LAPs) in advanced algebra and trigonometry, these units cover absolute value, inequalities, exponents, radicals, and complex numbers; functions; higher degree equations and the derivative; the trigonometric functions; graphs

and applications of the trigonometric functions; sequences and series; permutations, combinations, and probability; descriptive statistics; special theorems and functions; and matrices and vectors. The units each contain a rationale for the material being covered; lists of behavioral objectives; a list of reading assignments, problem sets, tape recordings, and filmstrips that accompany the unit; a student self-evaluation problem set; suggestions for advanced study; and references. (DT)

ED 098 064 SE 018 193

Byers, James E.  
Learning Activity Package, General Math 92, LAPs 1-12.  
Ninety Six High School, S. C.  
Pub Date [73]

Note—85p.; See SE 018 194 for related document

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Calculation, Curriculum, \*Individualized Instruction, \*Instructional Materials, Mathematics Education, \*Number Concepts, Objectives, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*General Mathematics

This is a series of 12 teacher-prepared Learning Activity Packages (LAPs) for General Mathematics 1. Topics covered include using mathematical tools; counting and computing; measurement: whole and fractional numbers; measurement: decimal notation; percent; tables and graphs; introductory algebra; equations and applications; integers; and computing, managing, and using income. The units each contain a rationale for the material being covered; lists of behavioral objectives; a list of reading assignments, problem sets, tape recordings, and filmstrips that go with the unit; and a student self-evaluation problem set. (DT)

ED 098 065 SE 018 194

Byers, James E.  
Learning Activity Package, General Math 102, LAPs 13-24.  
Ninety Six High School, S. C.  
Pub Date [73]

Note—85p.; See SE 018 193 for related document

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Calculation, Curriculum, Education, \*Individualized Instruction, \*Instructional Materials, Mathematics, Number Concepts, Objectives, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—General Mathematics, \*Learning Activity Package

This series of 12 teacher-prepared Learning Activity Packages (LAPs) for General Mathematics 2 covers the topics of numbers; descriptive statistics; calculations with whole numbers and percents; measurement; geometric concepts; formulas, areas, and volumes; introductory algebra; integers; indirect measurement; insurance, taxes, and savings; consumer mathematics; and different number bases. Each unit contains a rationale for the material being covered; lists of behavioral objectives; a list of reading assignments, problem sets to be completed, and tape recordings; and a student self-evaluation problem set. (DT)

ED 098 066 SE 018 195

Williams, G. J.  
Learning Activity Package, Physical Science 92, LAPs 1-9.  
Ninety Six High School, S. C.  
Pub Date [73]

Note—210p.; Related documents are ED 086 476-478

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Curriculum, Individualized Instruction, \*Instructional Materials, \*Physical Sciences, Science Education, \*Secondary School Science, \*Study Guides, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—\*Learning Activity Package

This set of nine teacher-prepared Learning Activity Packages (LAPs) for individualized instruction in physical science covers the topics of scientific equipment and procedures; measure of time,

length, area, and volume; water; oxygen and oxidation; atmospheric pressure; motion; machines; carbon; and light and sound. Each unit contains a rationale for the material; a list of behavioral objectives for the unit; a list of resources including texts, reading assignments, specified problems, handouts, tape recordings, filmstrips, demonstrations, lab experiments, and science activities; a problem set for student self-evaluation; suggestion for advanced study; and references. (DT)

ED 098 067 SE 018 231

Abbott, Verlin M.  
Everything You've Always Wanted to Know About Weather But Were Afraid to Ask.  
Parkway School District, Chesterfield, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—120p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Climatic Factors, \*Curriculum Guides, \*Elementary School Science, Environment, \*Environmental Education, \*Environmental Influences, Instructional Materials, Learning Activities, Natural Resources, Primary Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Weather

This unit, designed for primary grades of the elementary schools, focuses on weather and is divided into the following five major parts: Weather Affects Man and His Environment; Air, Wind, and Weather; Clouds and Humidity; Precipitation; and Micro-Environments. Each part includes a list of the concepts to be taught, the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, background information relating to the various topics, and suggested instructional sequences and student data sheets. Most of the activities are outdoor oriented and are designed to take advantage of the various weather conditions possible throughout the year. A bibliography lists additional resource materials including books relating to weather, films and filmstrips, available kits and a directory of distributors. (MLB)

ED 098 068 88 SE 018 233

The Development of a Subdivision Within the Parkway School District, Environmental Ecological Education Project, Revised.

Missouri State Dept. of Education, Jefferson City.; Parkway School District, Chesterfield, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—160p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Curriculum Guides, \*Environmental Education, Environmental Influences, \*Housing, Instructional Materials, Learning Activities, Natural Resources, \*Secondary Education, \*Suburban Environment, Suburban Housing, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for use with junior high school students, focuses on the factors involved in subdivision design and planning. Although it is specifically constructed for use in the Parkway School District, Chesterfield, Missouri, it could be adapted for use in any suburban area where subdivisions (multiple and/or single family units) exist. It examines the primary factors that bring about the need for new housing, advantages of these types of dwellings to a community, the effect of zoning laws, psychological considerations involved in subdivision planning, economic advantages of subdivisions, and the vocational opportunities created during the development of a subdivision. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested instructional sequence, teacher background information, a vocabulary list, appropriate student and teacher resource materials lists, and suggested student data sheets. (MLB)

ED 098 069 88 SE 018 234

Meet Me in St. Louis, Louis But Leave Your Car at Home (A Unit in Transportation). Environmental Ecological Education Project, Revised.

Missouri State Dept. of Education, Jefferson City.; Parkway School District, Chesterfield, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—192p.; Page 76 missing from original document

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Environmental Influences, Instructional Materials, Learning Activities, \*Secondary Education, Teaching Guides, \*Transportation, \*Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, focusing on transportation, is designed to be utilized with junior high school students as an individual study. It has a minimum amount of teacher presentation and attempts to facilitate student learning about such topics as types of transportation in metropolitan areas, factors which determine the cost of a new automobile, laws governing licensing for both the car and the driver, ways of obtaining land for highway construction, pollution resulting from automobiles, job opportunities in the automobile industry, and the effect of increased use of the automobile on the American life-style. Although it is specifically constructed for use in the Parkway School District, Chesterfield, Missouri, it could be adapted for use in other junior high school settings. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, a suggested instructional sequence, a bibliography of both student and teacher resources, and suggested student worksheets. (MLB)

ED 098 070 88 SE 018 235

Giebelhausen, Maribeth R. And Others  
Trash—Our Only Growing Resource. Environmental Ecological Education Project.

Missouri State Dept. of Education, Jefferson City.; Parkway School District, Chesterfield, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—110p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Conservation Education, Curriculum Guides, Ecology, \*Environmental Education, Instructional Materials, Learning Activities, Natural Resources, \*Recycling, \*Secondary School Science, Teaching Guides, \*Waste Disposal, \*Wastes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

With the increases in population and technology, non-biodegradable materials like plastic, glass, and aluminum and waste disposal have become very real problems in our society. This unit, designed for seventh-grade students, focuses on the problems of waste disposal and examines the function of recycling, the role of the consumer in determining types of packaging materials, facts about biodegradable and non-biodegradable materials, and the economic reasons for utilizing synthetic materials. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, relevant background information, suggested methodologies and time sequences for the activities, a bibliography of available reading materials, films and local resource people, and a glossary of terms and environmental resource inventories for each of the junior high schools in the Parkway School District, Chesterfield, Missouri. (MLB)

ED 098 071 88 SE 018 236

Air Pollution. Environmental Ecological Education Project.

Missouri State Dept. of Education, Jefferson City.; Parkway School District, Chesterfield, Mo.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—216p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Air Pollution Control, Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, \*In-

terdisciplinary Approach, Learning Activities, Pollution, \*Secondary School Science, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for senior high school students, focuses on air pollution by examining its effect on man, plants and animals, the causes of air pollution, and possible solutions to the air pollution problems. It approaches each of these topics through both natural science and social science perspectives. The unit is divided into seven separate packets each containing a list of the major concepts to be studied, behavioral objectives, and the expected student criteria for evaluation, pretests and posttests, teacher background information, a suggested instructional sequence and a student booklet consisting of suggested activities and instructions, selected readings and data sheets. Each packet is complete within itself and could be utilized without any of the others. A bibliography of additional appropriate readings is attached. (MLB)

ED 098 072 88 SE 018 237  
Population. Environmental Ecological Education Project.

Missouri State Dept. of Education, Jefferson City.; Parkway School District, Chesterfield, Mo. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]  
Note—253p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, \*Instructional Materials, Learning Activities, Natural Resources, \*Population Education, Population Growth, Population Trends, \*Secondary Education, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit on population, designed for senior high school students, is divided into six packets with the following major topics: general introduction to the effects of a growing population, urbanization, family structures, family planning, consumption, environmental decay, and controlling the environment. Each packet contains a list of the topical concepts to be taught; the behavioral objectives and the expected student criteria for evaluation; pretests and posttests; teacher background information; a suggested instructional sequence; a student booklet with instructions, activities and relevant readings; and a teacher bibliography. (MLB)

ED 098 073 88 SE 018 239  
Abbott, Verlin M.

Communities in Nature. Environmental Ecological Education Project. Revised June, 1972.

Parkway School District, Chesterfield, Mo. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Biology, Conservation Education, \*Curriculum Guides, \*Ecology, \*Elementary School Science, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Primary Grades, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, an interdisciplinary ecological approach to study communities in nature, considers various types of relationships such as mutualism, commensalism and succession to determine general characteristics of a community and interrelationships between communities. Designed for primary school children, food chains, food webs, reproduction, competition and job opportunities related to communities in nature are presented. The unit includes cognitive, psycho-motor and affective behavioral objectives, expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, relevant background information, a vocabulary list, student data sheets and a bibliography of both student and teacher resources. (MLB)

ED 098 074 SE 018 367

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 56, Progress Report.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Sep 74

Note—29p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, CO 80302 (free)

Document Not Available from EDRS.

Descriptors—\*Biology, \*Elementary School Science, Instruction, Instructional Materials, Newsletters, \*Science Course Improvement Project, Science Education, \*Secondary School Science, Teaching Guides

Identifiers—Biological Sciences Curriculum Study, BSCS

This newsletter presents a progress report for the 1973-74 year for the Biological Sciences Curriculum Study (BSCS). The program for the Educable Mentally Handicapped is reviewed and a new series of Animal Behavior films is described. Other articles in the newsletter include information on the Human Sciences Program with emphasis on the Seventh-Grade Writing Conference held in the summer of 1974, a discussion about the format of the new program entitled Biological Science: Invitations to Discovery, and a minicourse in Introductory College Biology. An environmental module for junior high, high school, and college students, and a description of the progress of the field-testing of fourth-, fifth-, and sixth-grade materials of the Elementary School Sciences Program (ESSP) are described. A program referred to as Biology in Three Dimensions is briefly described; it will be available in the fall of 1974. The BSCS International Program is summarized. Other items included in the newsletter are a BSCS Materials List, a list of area consultants, and an article listing and describing staff changes. (EB)

ED 098 075 SE 018 421

Cohen, David

Some Considerations in the Development, Implementation and Evaluation of Curricula. Technical Report No. 2

Iowa Univ., Iowa City. Science Education Center.

Pub Date Sep 74

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Curriculum, Curriculum Design, \*Curriculum Development, Curriculum Planning, \*Curriculum Problems, Educational Objectives, Learning, \*Science Education, Technical Reports

Presented is another document in the Technical Report series produced at the Science Education Center of the University of Iowa. This publication emphasizes curriculum evaluation. Material is presented in three sections: an introductory section in which the components of curriculum are identified and described; a second section in which these components (objectives, learning experiences, organization of learning experiences, evaluation of student progress) are discussed in some detail; and a final section, focused on curriculum development. An eight-item bibliography is also included. (PEB)

ED 098 076 SE 018 422

Federal Funding in Higher Education: Academic Science Shows Decline in FY 1973. Science Resources Studies Highlights. July 15, 1974.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-74-307

Pub Date 15 Jul 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Resources, \*Federal Aid, \*Federal Programs, Financial Support, \*Higher Education, Instruction, Reports, Research, \*Sciences

This bulletin contains brief summaries from the full report, "Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1973," obtainable from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Data tables showing trends in federal obligations to universities and colleges during fiscal years 1963-73, changes in

federal obligations to universities and colleges by agency for fiscal year 1972-73 and changes in federal research and development obligations to universities and colleges by agency for fiscal year 1972-73 are included. Total federal obligations to the 100 universities and colleges receiving the largest amounts for fiscal year 1973 are presented in a table with the amounts shown representing awards to individual institutions. (EB)

ED 098 077 SE 018 423

State Agency R&D Activities Almost Quadrupled From FY 1964 to FY 1973. Science Resources Studies Highlights. September 3, 1974.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No—NSF-74-311

Pub Date 3 Sep 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Resources, Federal Aid, \*Financial Support, \*Manpower Development, Reports, \*Research, Sciences, Scientific Manpower, \*State Agencies, \*State Federal Aid

This bulletin presents data from a survey covering research and development (R&D) expenditures of state government agencies (exclusive of state universities and colleges) for 1973. Charts showing expenditures, by source of funds of selected years and share of character-of-work components in state agency R&D activities, are shown in the report. Tables showing state agency expenditures for R&D, by state and functional area for fiscal year 1973 as well as for other selected years, are shown; tables also present R&D expenditures by field of science. The states that account for a major share of total state agency R&D and R&D plant expenditures include Illinois, Florida, Texas, Washington, Pennsylvania, Virginia, Michigan and Ohio. The survey also included data on the scientific manpower engaged in the intramural performance of state agency R&D efforts. (EB)

ED 098 078 SE 018 437

Federal R&D Funding for FY 1975 Continues to Decline as a Share of the Total Budget. Science Resources Studies Highlights. September 27, 1974.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-74-314

Pub Date 27 Sep 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Resources, \*Federal Aid, \*Federal Programs, Financial Policy, Financial Support, Higher Education, Reports, \*Research, \*Sciences, Scientific Manpower, \*Technology

This bulletin presents data taken from the report, "Federal Funds for Research, Development, and Other Scientific Activities," Volume 23. Data given for 1974 and 1975 are estimated and do not represent final obligations. The survey on which the report is based was conducted at the midpoint of fiscal year 1974 when the President's budget for fiscal year 1975 had just been forwarded to Congress. Thus, data for 1975 do not reflect subsequent Congressional actions or changes made by Executive apportionment. Trends in Federal research and development (R&D) obligations are discussed and a summary graph is presented. Programs of individual agencies are described. Extramural performers account for the bulk of Federal R&D performance. A table presents a summary of obligations by major performer for fiscal years 1973-1975. Federal obligations for research by field of science for these same fiscal years, 1973-1975, are presented in tabular form as well as distribution of Federal R&D obligations to the 10 states leading in such support in 1973 for fiscal years 1963, 1968, 1972, and 1973. (EB)

ED 098 079 SE 018 445

De-Icing Salts and the Environment.

Habitat, Inc., Belmont, Mass.; Massachusetts Audubon Society, Lincoln.

Pub Date Feb 72

Note—52p.

Available from—Habitat, Inc., Box 136, Belmont, Massachusetts 02178 (\$1.00); Massachusetts Audubon Society, Lincoln, Massachusetts 01773 (\$1.00)



**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Chemistry, Conservation (Environment), \*Environment, Environmental Education, \*Environmental Influences, Instructional Materials, Natural Resources, \*Pollution, Reports, Science Education

**Identifiers**—\*Salt  
Reported is an examination of the use and effects of chlorides as de-icing products for removal of snow and ice from roads immediately following storms. Increasing evidence of detrimental side effects led to a closer look and more careful evaluation of the overall significance of the so-called "bare pavement maintenance." The side effects include deterioration of concrete highway structures, corrosion of automobile and shoe leather, chloride contamination of ground and surface water supplies, damage to roadside vegetation, and toxicity to fish and wildlife of excessive chloride. The chemistry involved is discussed as well as the application problems. Alternative programs are suggested. A bibliography is presented in the report as are selected data tables indicating Tons of Salt Used per Mile for Winter of 1969-1970 for Eastern Massachusetts, Effective Mixture Ratios of Sodium Chloride and Calcium Chloride, Established Sodium and Chloride Limits for Water Supplies, and Snow and Ice Control Costs. (EB)

**ED 098 080 SE 018 484**  
*Rosier, Malcolm J.*

**Implications of the Results of the IEA Science Project for the Teaching of Science in Australia.**

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Jul 74

Note—14p.; IEA Report 1974-3; An edited version of a paper presented at the annual conference of the Australian Science Education Research Association (5th, Monash University, Melbourne, May 18-20, 1974)

Available from—Lawrence Verry, Inc., Mystic, Connecticut 96355 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors**—Curriculum, \*Educational Research, \*Evaluation, Instruction, Reports, \*Science Education, \*Secondary School Science  
**Identifiers**—\*Australia, IEA Science Project, Research Reports

The aim of this paper was to set forth some of the results from the International Association for the Evaluation of Educational Achievement (IEA) Science Project, and discuss their bearing on the teaching of science in Australian schools. The following factors are considered in this paper: (1) the influence of home background, (2) sex differences, (3) differences between metropolitan and non-metropolitan schools, (4) differences between government and non-government schools, and (5) the learning conditions associated with high science achievement. The populations measured, the method of analysis, the selection of criterion variables and a discussion about each variable are presented. Flow charts, data tables and references are also included in the report. An annotated list of available IEA (Australia) Reports is also found in the document. (EB)

**ED 098 081 SE 018 485**

*Pereira, Waldecir Cavalcanti De Araujo*

**The Relationship Between Girls' Overt Verbalization, Performance, Retention, Rules and Strategies as They Learn a Mathematical Structure: A Study Based on Elements of a Potential Theory Which Relates Thinking, Language and Learning.** Technical Report No. 293.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCLL-TR-293

Pub Date Nov 73

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—170p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Doctoral Theses, \*Elementary School Mathematics, Instruction, Learning, \*Learning Theories, Mathematics Education, \*Research

The study was designed to describe the basis of a potential mathematics learning theory founded on the relationship between language and think-

ing, to relate the subjects' overt verbalization and performance after they had been taught a mathematical structure, to relate overt verbalization and the number of discovered rules, and to examine the strategies used. Forty girls, 11-12 years old, were randomly assigned to one of four instructional situations: (1) subjects talk aloud while doing mathematical activities and then are silent, (2) subjects are silent while doing the activities and afterwards answer questions and explain findings, (3) subjects verbalize both during and after the activities, and (4) subjects do not verbalize either during or after the activities. A machine wired to embody the Klein-Four Group structure was used as a manipulative aid. Among the results found were: (1) subjects performed better, retained more and discovered more rules when they were silent while doing the activities and afterwards answered questions and explained findings; (2) there was significant interaction between learning and questioning; (3) the subjects' overt verbalization during questioning did not accelerate learning; and (4) the nature of the rule and the number of discovered rules influenced performance. (Author/DT)

**ED 098 082 SE 018 491**

*Phillips, Darrell G.*

**Research Related to the Work of Jean Piaget: A Critique.** Technical Report No. 3.

Iowa Univ., Iowa City. Science Education Center. Report No.—TR-3

Pub Date Oct 74

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Cognitive Development, Cognitive Measurement, \*Educational Research, Logical Thinking, Research Design, Research Methodology, \*Research Reviews (Publications), \*Science Education

**Identifiers**—\*Piaget (Jean)

This publication consists of a critique of research related to the work of Piaget. Contents are arranged under five headings: Introduction, Common Misconceptions and Muses, Common Research Errors: Possible Causes and Cures, Evaluation of Piaget-related Research, and Extension. Eighteen references conclude the report. (PEB)

## SO

**ED 098 083 SO 007 427**

*Noble, Pat, Ed. And Others*

**The Social Science Teacher. 1972. Collected Conference Papers: Social Science Concepts Classroom Methods.**

Association for the Teaching of the Social Sciences (England).

Pub Date Apr 72

Note—47p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Comparative Education, \*Concept Teaching, Conference Reports, \*Curriculum Development, \*Integrated Curriculum, Intellectual Disciplines, Secondary Grades, Social Influences, Socialization, Social Sciences, \*Social Stratification, Social Structure, \*Social Studies, Socioeconomic Status, Sociology, Teaching Methods

**Identifiers**—Bruner (Jerome)

Papers in this publication are collected from a conference on social science concepts and classroom methods which focused on the theories of Jerome Bruner. The first article, entitled "Jerome Bruner," outlines four of Bruner's themes—structure, readiness, intuition, and interest—which relate to cognitive learning. Three papers—"Socialization" by Hedy Brown, "Teaching Social Stratification" by David Weir, and "The Concept of Stratification in Introductory Economics" by Pat Noble—discuss social science concepts developed into work units by study groups at the conference. Reports from three secondary work unit study groups explore possible ways of approaching the social science concepts. A final topic, integrated studies, is treated in two papers: "The Schools Council Integrated Studies Project," a report of a lecture by David Bolam, and "Social Science and Integrated Studies" by Martin Shipman. Both of these papers discuss the Schools Council curriculum project. (JH)

**ED 098 084 SO 007 773**

*Keach, Everett T., Jr. Williams, Elmer D.*

**Primary Environmental Education Project: Teacher's Guide and Modules 1, 2, and 3.**

Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Grant—OEC-0-72-5121

Note—383p.

Available from—Primary Environmental Education Project, 206 Dudley Hall, University of Georgia, Athens, Georgia 30602 (\$9.00 for teacher's guide and nine modules, mimeo)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Activity Learning, Cognitive Objectives, Concept Formation, Ecology, Elementary Grades, \*Environmental Education, Instructional Materials, \*Integrated Activities, Interdisciplinary Approach, Learning Processes, Management, Pollution, Process Education, \*Social Studies Units, \*Systems Concepts, Teaching Methods

The teacher's guide accompanies nine instructional modules on environmental education which are designed as supplementary material for a primary level social studies program. The modules focus on teaching/learning activities that will build on understanding of the interrelationships between man and the land, water, and air. A major objective is to have the students deal realistically with the environment. Emphasis is given to the thinking processes of young children and the provision for many opportunities to engage in creative thinking. Each instructional module (1) lists all required materials; (2) provides 10-15 learning experiences organized with a statement of content, required material, behavioral objectives, focusing questions, and overview; and (3) suggests supplementary experiences. The teacher's guide describes and illustrates teaching strategies based on three cognitive tasks—concept formation, interpretation of data, and application of principles—and on productive-divergent thinking behaviors. Additional suggestions for using the modules, a rationale for involving the community, and a final evaluation instrument are also included. (Author/JH)

**ED 098 085 SO 007 802**

*Chapin, June R.*

**Social Studies Dissertations: 1969-1973. Publication No. 168.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date 74

Note—311p.; A related document is ED 050 003

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC-Pub-168, \$8.75)

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

**Descriptors**—Anthropology, Civics, \*Doctoral Theses, Economics, \*Educational Research, \*Educational Trends, Elementary Education, Geography, Government (Administrative Body), Higher Education, Human Relations, International Education, Law Instruction, Research Methodology, Secondary Education, \*Social Sciences, \*Social Studies, World Affairs

This publication contains 417 abstracts of doctoral dissertations done in social studies education from January 1969 through March 1973. All abstracts contained in the volume were excerpted from Dissertation Abstracts International. This work updates two previous reviews of social studies dissertations, one by Walter McPhie, covering the period 1934-1962, published by the National Council for the Social Studies, and the other by Richard Gross and Leonardo de la Cruz, covering the period 1963-1969, published by the ERIC Clearinghouse for Social Studies/Social Science Education. The purpose in compiling these dissertation abstracts is to aid persons who seek information on doctoral work done in social studies education. The first part of the volume provides a descriptive analysis of the dissertations that are abstracted in the main body of the document. The abstracts themselves are arranged first by subject category, and are then further grouped by grade level studies in the dissertation. Each abstract contains the author's name, degree

awarded, degree granting institution, year of dissertation completion, dissertation title, list of descriptors which enumerates the major topics dealt with in the study, a description of the research methodology and results, number of pages in the original dissertation, and an order number to be used in ordering copies of the dissertation from Dissertation Abstracts International. Following the abstracts are subject, author, and institution indexes. (Author/RM)

ED 098 086 SO 007 817

**Today's Changing Roles: An Approach to Non-Sexist Teaching. Teacher Resources with Curriculum Related Activities: 1. Elementary 2. Intermediate 3. Secondary.**

Educational Challenges, Inc., Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—108p.

Available from—Resource Center on Sex Roles in Education, 1156 15th Street N.W., Washington, D.C. 20005 (\$3.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Content, Educational Alternatives, Educational Improvement, Elementary Education, \*Inquiry Training, Interdisciplinary Approach, Learning Activities, Lesson Plans, Resource Guides, Secondary Education, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Teaching Guides, \*Teaching Models, Teaching Techniques

This teacher resource guide provides a model for dealing with sex role stereotypes in the elementary, intermediate, and secondary classroom. The major objective is to help students become conscious of sex role stereotyping in the world around them. Activities, open ended and inquiry oriented, involve students in analyzing history and contemporary issues and surveying media. A primary emphasis is on interdisciplinary studies, including elements of language arts, social studies, and history. The guide is arranged into three major sections by schools: elementary, intermediate, and secondary. Each of the three sections of resources is designed to fit a sequence of learning focusing on exploring sex role stereotypes, understanding sex role stereotypes, and applying the learnings to life situations. The teachers are provided with lesson plans, behavioral objectives, and learning concepts. Suggestive, rather than prescriptive, the materials are for teachers to adapt as they see fit. (Author/DE)

ED 098 087 SO 007 822

**Swain, Eugene E. B.F. Skinner and Carl R. Rogers on Behavior and Education.**

Pub Date 28 Jul 72

Note—48p.

Available from—Oregon ASCD Curriculum Bulletin P.O. Box 421, Salem, Oregon 97308 (\$2.00, payment must accompany order)

Journal Cite—Oregon ASCD Curriculum Bulletin; v28 n324 Aug 1974

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavior, Behavioral Objectives, Behavior Change, \*Behavior Theories, \*Conditioning, Educational Philosophy, \*Educational Psychology, Educational Theories, Humanistic Education, \*Learning, Operant Conditioning, Psychology, \*Self Actualization, Self Concept, Social Behavior

Identifiers—Rogers (Carl), Skinner (B F)

The purpose of this study is to analyze the relationship between the theories of B.F. Skinner and Carl R. Rogers. In sections 2 and 3, the author discusses the Skinnerian and Rogerian theories by selecting and explicating key elements and delineating the general, comprehensive, theoretical position of each. Sections 4 and 5 present each man's thoughts on education. Chapters 6 and 7 infer some of the issues and problems if each theory were accepted totally and applied to a real social setting. Chapter 8 contains conclusions and implications of the study. The main conclusion is that both Skinner's and Roger's models have their merits, but an educator cannot value both of them equally without creating an inconsistency within his professional practice. A reasonable approach might be to consider either set of theories only in selected and limited educational situations. (Author/DE)

ED 098 088 88 SO 007 850

**Conflict Resolution in Contemporary Society.**

Greensburg-Salem School District, Pa. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—192p.; Audiovisual materials are not included with this document; Copyrighted portions included in this document have been removed from EDRS microfiche and paper copy. Available from—Paul D. Breen, Project Director, Greensburg Salem School District, 301 North Main Street, Greensburg, Pennsylvania 15601 (\$4.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Conflict Resolution, Economic Development, \*Global Approach, Inquiry Training, Instructional Materials, \*Peace, \*Process Education, Productive Thinking, Secondary Grades, Simulation, Social Studies, Social Values, Social Welfare, \*World Problems

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, \*Values Clarification

These secondary materials help students understand the nature of human conflict and alternative methods of resolving such conflict in order to further human cooperation on global problems. Objectives of the materials include (1) identifying global problems, their multiple relationships, and basic elements within the categories of war and peace, environment, economic welfare, and social justice; (2) becoming aware of strategies for conflict management, such as concession and arbitration; (3) applying these strategies to specific situations; (4) developing evaluative criteria for assessing their effectiveness; (5) following commitment with action; and (6) clarifying one's own values while learning to respect value differences. The written and audiovisual program may be broken into supplementary units or stacked into a full year course. This flexibility allows the written materials included in this document to be used alone. Arranged sequentially, introductory packets provide concepts to consider in NOTSOB, a simulation which in turn acts as a catalyst for the packets concerned with the four problem categories. Each packet addresses a particular issue within the category; for instance, War Crimes: Individual Justice vs. Obedience to State is one of the packets from the category War and Peace. Background information, learning objectives, activities, readings, and references are included in each packet. (JH)

ED 098 089 SO 007 853

**Johnson, James C. M. Students' Reactions to Watergate.**

Pub Date Mar 74

Note—17p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Activism, Attitudes, Changing Attitudes, Discontent, \*Political Attitudes, \*Political Influences, School Surveys, \*Sociology, \*Student Attitudes

Identifiers—\*Watergate

The primary argument of this paper is that student political attitudes are a function of historical and political inputs acting on their attitudinal structure. Around 1970 the proportion of students supporting leftist causes reached a peak and began declining. Attitude surveys among students at the University of Oregon in 1970 and at Arizona State University in 1973 indicated this change in student attitudes while representing the inherent differences between the two schools. If the structure of student attitudes remains constant, the political effects of Watergate will increase student support for leftist causes. A new factor, and one that may change the attitudinal structure somewhat, is the declining level of disagreement between parents and students. Since disagreement with parents is closely related with support for demonstrations, declining disagreement with parents suggests that an increase in support among students for leftist causes may not be associated with the traditional forms of student activism. (Author/DE)

ED 098 090 SO 007 854

**Blank, Stephen**

**Western European Studies in the United States. Final Report.**

Pittsburgh Univ., Pa. Council for European Studies

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-72-1255

Note—274p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Anthropology, \*Area Studies, Comparative Analysis, Economics, \*Educational Research, European History, \*Foreign Countries, Geography, \*Higher Education, National Surveys, Political Science, \*Social Sciences, Sociology

Identifiers—\*Western Europe

The task of this survey was to measure the relative scale of interest in Western European Studies in the United States. Doctoral dissertations and mainstream academic journals in political science, economics, anthropology, geography, sociology, and history were examined for topics dealing with Western Europe. In addition, programs and organizations on both campus and national levels which deal with Western Europe and Western European language training for nonlanguage specialists were analyzed. The assumption that the number of scholars in the United States whose interests and research deal primarily with Western Europe is considerably greater than those whose work focuses on other areas of the world proved to be wrong. Only in history did Western Europe continue to occupy a place of primary importance. This relative lack of interest represents efforts on the part of the educational system to heighten the international character of higher education. Suggestions and recommendations for increasing programs and research on Western Europe are provided. (Author/DE)

ED 098 091 48 SO 007 861

**Paine, Whiton S. And Others**

**An Evaluation of Undergraduate, Problem-Oriented Interdisciplinary Courses in International Studies. Final Report.**

Cornell Univ., Ithaca, N.Y. Center for Improvement of Undergraduate Education

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-2-1104-FR

Pub Date Aug 74

Contract—OE-0-73-0092

Note—244p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Concept Teaching, Developing Nations, European History, Group Unity, \*Higher Education, \*Instructional Innovation, \*Interdisciplinary Approach, Peace, Political Power, \*Political Science, Problem Solving, Program Evaluation, Rural Development, Team Teaching, Thematic Approach, War, \*World Affairs

Identifiers—Center for International Studies, \*International Studies

A program developed by the Center for International Studies (CIS) at Cornell, focusing on world-based, political problems was evaluated for the ongoing improvement of the program. Of particular interest was whether the program was meeting its characterized goals of interdisciplinary content, problem orientation, and team teaching at the introductory level for undergraduates. The "Context-input-Process-Product" evaluation model chosen to assess the program relied on data collected from student questionnaires and ratings, course and program documents, grading data, interviews with faculty, and observations of course activities. The results of the evaluation presented descriptively, begin with a history of CIS and the development of the program. A description of the character of the courses, then, indicates a change in the focus of the program as it progressed. The six courses are now more aptly characterized as being specialized, advanced, international studies courses. Suggestions for continuation of the program take these changes into consideration. A bibliography and appendices containing data collected and important aspects of each course complete the report. (JH)

ED 098 092 SO 007 862

Gunn, Angus

Teacher Resource Book for Population Pressure in Indonesia, Problems of Industrialization in Eurasia, Power Blocs in Eurasia. Man on the Earth Series.

Pub Date 74

Note—51p.

Available from—Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9 (\$1.50, teacher resource book; each text in series, \$1.95)

Document Not Available from EDRS.

Descriptors—Economic Disadvantage, \*Geography Instruction, Inquiry Training, Interdisciplinary Approach, Intermediate Grades, Political Science, Population Education, Problem Solving, Productive Thinking, \*Social Studies Units, \*Teaching Techniques, Technological Advancement, Thought Processes, \*Urbanization, Values, \*World Problems

Identifiers—\*Eurasia

This teacher's resource book is a guide to three intermediate texts about Eurasia entitled Population Pressure in Indonesia, Problems of Industrialization in Eurasia, and Power Blocs in Eurasia. The texts are part of the series, Man on the Earth, which probes broad-based issues confronting mankind. The resource book distinguishes 18 major concepts discussed in the texts, such as urbanization and development, by means of an overview chart. Six teaching approaches developed in curriculum research and development projects—openers, concept developers, skills, simulations, inquiry techniques, and valuing processes—are described for the teacher with references to additional information and examples of direct application from the texts. Suggested answers to the questions posed in the three text books and lesson plans for a three-month study of each text are augmented by specific uses of the six techniques in each text. Other ways of focusing on the text materials are facilitated by a summary of content by place, concepts, and type of information, such as statistics, and by a short topic index. Questions for teachers and students to evaluate the materials are also included. (JH)

ED 098 093 95 SO 007 863

Atwell, L. Robert

An Analysis of Political Values and Political Involvement of High School Social Studies Teachers in Missouri. Final Report. Missouri Univ., Columbia. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-2-G-065-FR

Pub Date Jun 73

Grant—OEG-7-72-0059(509)

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Educational Research, Political Affiliation, \*Political Attitudes, \*Political Issues, Questionnaires, Research Projects, Secondary School Teachers, \*State Surveys, Statistical Studies, \*Teacher Attitudes

A study was conducted to determine political values of secondary school teachers. Two hundred and two social studies teachers from 24 public high schools in Missouri served as a sample population. The survey instrument contained questions on political involvement and various personal background characteristics. The results indicated that Missouri social studies teachers valued liberalism over conservatism; decentralization of government power over centralization; a controlled economy over a free economy; individually regulated birth control measures over government regulation; concern for underprivileged groups over self-concern; dissent over acquiescence; and concern for domestic welfare over maintenance of national prestige. The social studies teachers who are older, have taught a greater number of years, belong to a greater number of professional organizations, and have an undergraduate major in history have a greater amount of political involvement and tend to be more liberal than conservative. (Author/DE)

ED 098 094 SO 007 864

Azouz, Azedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 6, No. 3. 1972.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—39p.; The preceding number in this series is ED 095 044

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, Educational Change, Educational Development, \*Educational Philosophy, \*Educational Problems, Educational Theories, Exchange Programs, Higher Education, \*International Education, Literacy Education, School Organization, Special Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of articles from 13 French language periodicals covering educational materials of interest to North Africans are included in this annotated bibliography. Citations are categorized by country. Topics touch on philosophy and theory of education, educational statistics, education organization by grade and type, adult education, teacher training, artistic education, special education, and Arabization and bilingualism. A special essay is included with references on the topic of cooperation in the form of teacher, student, training personnel, and material exchange. A list of sources and authors concludes the bibliography. (JH)

ED 098 095 SO 007 865

Julien-Binard, Armele Dufoyer, Claude

Educational Sciences; Current Research, France 1971-72.

Institut National de Recherche et de Documentation Pedagogiques, Paris (France); National Center of Scientific Research, Paris (France).

Pub Date Feb 74

Note—172p.; Institution and author indexes referred to in the text of this document have not been bound with it

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Behavioral Science Research, Cognitive Processes, \*Comparative Education, Educational Objectives, Educational Practice, \*Educational Programs, Educational Psychology, \*Educational Research, Educational Technology, Environmental Influences, Evaluation, \*Research Utilization, Teaching Methods

Identifiers—\*France

This catalogue of current research in educational science is designed to facilitate the coordination and use of the large amount of applied social and human science research on education in France. This is accomplished by a classification system which indicates both the most and least developed areas of research simply by the presence or absence of entries. Foreign and international research catalogues have been consulted to provide comparisons between present research trends in France and those in the major foreign countries. The classification system is built on the assumption that all educational research aims to improve, directly or indirectly, content and methods in education and ultimately the functional results of education. The three major classification categories are (1) The Education System and Its Place in the Sociocultural Environment; (2) Psycho-Pedagogical Research Educational Innovations; and (3) Research into the Effectiveness of Education. Each project description includes origin of the information, hypotheses or aims, diploma prepared for, state of progress, researchers, personal and organizational addresses, and latest publications. An index of key subject terms concludes the document. (JH)

ED 098 096 SO 007 866

Resource Recovery Overview [Teacher's Guide]; Resource Recovery and You [Student Book]. Resource Recovery Education Program.

National Association of Secondary School Principals, Washington, D.C.; National Center for Resource Recovery, Inc., Washington, D.C.

Pub Date 74

Note—56p.; Related documents are SO 007 867, 868, and 870

Available from—National Association of Secondary School Principals, 1904 Association Drive,

Reston, Virginia 22091 (\$12.00 for kit, 20 percent discount on orders of five or more)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Education, \*Conservation (Environment), \*Ecology, Energy, \*Environmental Education, Futures (of Society), Interdisciplinary Approach, \*Natural Resources, Program Descriptions, Recycling, Resource Materials, Secondary Education, Teaching Methods, \*Waste Disposal

The Resource Recovery Education Program contains a variety of ideas, approaches, and learning aids for teaching about solid waste disposal at the secondary level. The program kit consists of a teacher's guide which provides an overview; separate teacher's guides for social studies, science, and industrial arts; a student booklet of readings; and a wall chart. Each of the components can be used independently of the other. The program is intended to introduce students to the problem of solid waste disposal and to involve them in doing something about it. Teaching strategies involve the student in community studies, research, and classroom discussion. The teacher's guide and the student book are available in this document. For other components of the program see the related documents listed in the descriptive note. The teacher's guide discusses the need for teaching about solid waste disposal and the approach to content used in the program. It also describes the six components of the program, the unit topics, and specific objectives and presents information on environmental careers and industrial resources. The student booklet contains a fictional story followed by a section on basic environmental principles, a list of organizations that make available free and low-cost materials, and a glossary of terms. (Author/RM)

ED 098 097 SO 007 867

Teaching Resource Recovery in Industrial Arts. Resource Recovery Education Program.

National Association of Secondary School Principals, Washington, D.C.; National Center for Resource Recovery, Inc., Washington, D.C.

Pub Date 74

Note—18p.; Related documents are SO 007 866, 868, and 870

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$12.00 for kit, 20 percent discount on orders of five or more)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Class Activities, Community Study, Conservation (Environment), Construction (Process), Course Objectives, \*Ecology, \*Environmental Education, Industrial Arts, Interdisciplinary Approach, Pollution, Questioning Techniques, Recycling, Resource Materials, Secondary Education, Teaching Methods, \*Waste Disposal

This guide, one component of the Resource Recovery Education Kit (See SO 007 866 for a description), contains ideas and activities for teaching about solid waste disposal in secondary level industrial arts classes. Among the course objectives are the following: (1) to understand that litter represents a small but highly visible portion of our municipal solid waste load; (2) to be aware of what happens to trash after it is hauled away; (3) to learn about improved methods for reducing waste volume and disposing of the residue; (4) to understand that through resource recovery we can utilize materials from solid waste. Teaching strategies include studies of the local community and having students prepare models, charts, diagrams, exhibits for local displays, research, and classroom discussion. The guide consists of five major study units: (1) Solid Waste: A Growing Problem; (2) Collection and Transportation; (3) Disposal; (4) Resource Recovery; and (5) Solid Waste Management Systems. Objectives, student activities, questions for discussion and research, basic understandings to be developed, and instructional resources are provided for each unit. A special projects section provides visual and print instructions for constructing a can crusher, a paper recycling system, a glass bottle cutter, and a magnetic separator. (Author/RM)

ED 098 098 SO 007 868

Teaching Resource Recovery in Science. Resource Recovery Education Program.



National Association of Secondary School Principals, Washington, D.C.; National Center for Resource Recovery, Inc., Washington, D.C.

Pub Date 74

Note—19p.; Related documents are SO 007 866, 867, and 870

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$12.00 for kit, 20 percent discount on order of five or more)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Class Activities, Community Study, \*Conservation (Environment), Course Objectives, \*Ecology, \*Environmental Education, Interdisciplinary Approach, Pollution, Questioning Techniques, Resource Materials, \*Science Education, Secondary Education, Teaching Methods, Technology, \*Waste Disposal

This guide, one component of the Resource Recovery Education Kit (see SO 007 866 for a description), contains ideas and activities for teaching about solid waste disposal in secondary level science classes. Among the course objectives are the following: (1) to understand that sufficient technology exists to recover a greater segment of the resources than we are now extracting; (2) to learn about improved methods for reducing waste volume and disposing of the residue; and (3) to develop an understanding of how we can conserve depletable resources for the future. Teaching strategies include constructing models, conducting laboratory experiments, research, and classroom discussion. The guide consists of three major study units: (1) Solid Waste: A Growing Problem; (2) Disposal; and (3) Resource Recovery. Objectives, student activities, questions for discussion and research, basic understandings to be developed, and instructional resources are provided for each unit. A special projects section provides visual and print instruction for constructing a model landfill site simulating the waste conditions that lead to water pollution, identifying the microorganisms responsible for the process of composting, and recycling glass. (Author/RM)

ED 098 099 SO 007 869

Guide for Teachers of History and Social Studies in the New Haven Public High Schools.

New Haven Public Schools, Conn.; Yale Univ., New Haven, Conn. Dept. of History.

Pub Date 74

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Course Content, Curriculum Development, European History, \*History Instruction, \*Inquiry Training, Resource Units, Secondary Education, \*Short Courses, Skill Development, \*Social Studies, Teaching Guides, Teaching Models, \*Teaching Techniques, United States History, Unit Plan Identifiers—New Haven

With an acute awareness of learning problems among inner-city students, the teachers in New Haven, Connecticut, modified their courses to relate to the opportunities and challenges of modern education. They reorganized the traditional, year-long, survey history courses into quarter miniunits which emphasize the inquiry approach to analyzing content and developing educational skills. Provided in the booklet is a concise outline of steps for developing an effective miniunit, which includes general skill development, sample course descriptions and objectives, and special classroom methods such as mock trials, student taught classes, and sound and light shows. (Author/DE)

ED 098 100 SO 007 870

Teaching Resource Recovery in Social Studies. Resource Recovery Education Program.

National Association of Secondary School Principals, Washington, D.C.; National Center for Resource Recovery, Inc., Washington, D.C.

Pub Date 74

Note—13p.; Related documents are SO 007 866-868

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$12.00 for kit, 20 percent discount on orders of five or more)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Class Activities, Community Study, \*Conservation (Environment), Course Objectives, \*Ecology, Economic Factors, Energy

Conservation, \*Environmental Education, Interdisciplinary Approach, Political Issues, Questioning Techniques, Resource Materials, Secondary Education, Social Problems, \*Social Studies, Teaching Methods, \*Waste Disposal

This guide, one component of the Resource Recovery Education Kit (see SO 007 866 for a description), contains ideas and activities for teaching about solid waste disposal in secondary level social studies classes. Among the course objectives are the following: (1) to explore the impact of our society on the problem of solid waste and the need for effective management; (2) to encourage student activities and involvement in environment conservation; (3) to examine technological developments which can reduce the problems and costs of refuse collection; and (4) to become aware of how local economic, political, and social problems are related to solid waste disposal and how local situations differ. Teaching strategies include having students conduct interviews, polls, and studies of the local community and classroom discussion. The guide consists of five major study units: (1) Solid Waste: A Growing Problem; (2) Collection and Transportation; (3) Disposal; (4) Resource Recovery; and (5) Solid Waste Management Systems. Objectives, student activities, questions for discussion and research, basic understandings to be developed, and instructional resources are provided for each unit. (Author/RM)

ED 098 101 SO 007 872

Crausaz, Roselyne

Diversification of Tertiary Education.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74

Note—42p.; Report of the Working Party set up under the auspices of the Committee for Higher Education and Research

Available from—Manhattan Publishing Co., 225 Lafayette Street, New York, New York 10012 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Alternative Schools, Campus Planning, Comprehensive Programs, Curriculum Development, Educational Guidance, \*Educational Planning, Equal Education, \*Higher Education, International Education, Manpower Utilization, \*Relevance (Education), Teacher Education, Technical Education, Transfers, \*Universities, University Extension Identifiers—\*Diversification, France, Germany, Great Britain, Norway, Switzerland

A working party of representatives from the Federal Republic of Germany, France, Norway, Switzerland, and the United Kingdom, visited five capitals to hear accounts of noteworthy innovations or experiments at the tertiary (post secondary) level of education. Diversification as opposed to expansion is currently being tried in many countries because of the traditional university's lack of pedagogical leadership. The working party wished to investigate this trend, particularly on the following points: new types of institutions, problems of mobility between one institution and another, guidance for students, access to tertiary education, training and recruitment of university teachers, planning concepts at the university and national levels, and curricular reform and development. In the first part of their report the aims, resources, and implication of diversification are explored. This theoretical discussion is illustrated with case studies in the second part, which also includes the members' reactions to the fundamental issues involved. Recommendations from the working party include the monitoring of ongoing experiments and continued research into tertiary educational experiments for the benefit of all the member nations. (JH)

ED 098 102 SO 007 873

Selim, M.A.

A Study of Economic Education in St. Paul (Minnesota) and Area High Schools.

College of St. Thomas, St. Paul, Minn.

Spons. Agency—Minnesota State Council on Economic Education, Minneapolis.

Pub Date Sep 74

Note—18p.; Available in microfiche only due to reproducibility of original copy

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Courses, \*Curriculum, \*Economic Education, \*Economics, \*Educational Assessment, Educational Improvement, Educational Research, \*High School Curriculum, Questionnaires, State Surveys, Teacher Background

The Economic Education Center of the College of St. Thomas conducted this survey of social studies and business education programs in the St. Paul area high schools to procure information for determining (1) the types of services needed by classroom teachers in the field of economics and (2) the nature of programs which should be offered by the center. The survey examined the academic backgrounds of the teachers, their preparation in economics, the extent and nature of course offerings in economics, and the types of programs which the teachers would like to have available in order to help them become more effective and proficient teachers of economics. The results indicated that only 5 percent of the 241 who returned the questionnaires had undergraduate majors in economics. Sixty-four percent of the teachers responding indicated that they would like to further their knowledge in economics. The measurement of the extent of high school course offerings in economics showed that economics is generally not offered as a required course. Rather it is often taught as an elective course or as part of a general social studies course. (Author/DE)

ED 098 103 SO 007 874

Report of the National Panel on High Schools and Adolescent Education. Discussion Draft.

Institute for Development of Educational Activities, Dayton, Ohio; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—263p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Adolescents, \*Educational Assessment, Educational Change, \*Educational Improvement, \*Educational Problems, \*Educational Research, Educational Strategies, High Schools, School Community Cooperation, School Community Relationship, \*Secondary Education, Student Development, Student School Relationship

This status report on secondary education in the United States, prepared by the Panel on High Schools and Adolescent Education, identifies and analyzes problems and solutions in adolescent education. Issues in the report deal with major achievements and shortcomings of high schools; ways in which these institutions meet or fail to meet individual and societal needs; new directions in which these institutions must move to meet the problems of adolescent education; and the role that the federal government should play in promoting change. The two-year study found that the United States has nearly succeeded in the pursuit of the egalitarian aim of universal secondary education. Today, however, despite the fact that adolescents mature physically two years sooner than their grandparents, schools as an instructional imperative tend to prolong dependence. As a result, we have succeeded in producing a youth society housed in an overburdened institution excessively isolated from the reality of the community and the adult world. This isolation has negative effects with respect to fundamental education and civic goals. The latter half of the publication contains summarized results of the panel's 16 months of discussion, providing valuable substance of the 24 commissioned papers that bear on the education of adolescents and the way they live today. (Author/DE)

ED 098 104 SO 007 876

Roselle, Daniel

A Parent's Guide to the Social Studies.

National Council for the Social Studies, Washington, D.C.

Pub Date 74

Note—15p.

Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 (\$0.75 each, \$0.50 for two to 24 copies, \$0.35 for 25 to 99 copies, \$0.25 for 100-299 copies, and \$0.20 for 300 or more copies)

Journal Cit—Social Education; v38 n6 Oct 1974

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Educational Change, Educational Trends, Elementary Education, \*Guidelines,

**Inquiry Training.** \*Parent Education, Parent Influence, Parent School Relationship, \*Parent Teacher Cooperation, \*Process Education, Secondary Education, Social Sciences, \*Social Studies

This guide gives parents answers to seven questions: (1) What are the social studies? (2) How are the social studies taught? (3) Why do social studies educators say that knowing information is not enough? (4) Why are there so many social studies courses? (5) What is happening to the language of the social studies? (6) What issues are discussed in social studies classes? (7) How can parents help their children in the social studies? The answers emphasize that social studies focus on people, the world, and the relationship between these two and that, in consequence of this broad scope, social studies have expanded outside of the traditional history courses to include all of the social science disciplines. Social studies also emphasize skill in the thinking processes, not just in the acquisition of facts, and in freedom to inquire openly. Examples of ways in which parents can help their children with social studies include encouraging their children to express their own ideas at home; subscribing to at least two periodicals with differing points of view; taking an active part in PTA; going with their children to political, economic, or social events; and maintaining their faith in the ability of human beings to solve their problems. (JH)

**ED 098 105** SO 007 877

**Jerry, Charles W., Jr. Barbarese, Patricia**  
Research Interview Module. Instructor's Procedural Guide.  
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.  
Pub Date 72  
Note—35p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Data Collection, \*Evaluation Methods, Graduate Study, Higher Education, \*Instructional Materials, \*Interviews, Models, Problem Solving, Questionnaires, \*Research Methodology, Research Tools, Teaching Guides, Undergraduate Study

This instructional module is intended to present an overview of the interviewing process and to describe and allow practice in the basic skills and techniques of conducting a survey research interview. The module is designed for both undergraduate and graduate courses in research methods or as part of any established course in education or social science which deals with empirical research. It includes three stop-action films, a survey research interviewing manual, two interview schedules, and question-by-question specifications. These materials are designed to promote and elicit group discussion and involvement through observation and participation. They require the student to recognize and analyze problem situations and to propose and carry out feasible solutions to these problems. (Author/DE)

**ED 098 106** SO 007 878

**Soviet Commitment to Education. Report of the First Official U.S. Education Mission to the U.S.S.R.**

Office of Education (DHEW), Washington, D.C.  
Pub Date 59  
Note—147p.; Out of Print

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Art Education, Curricular Activities, \*Comparative Education, Curriculum Study Centers, Early Childhood Education, \*Educational Administration, Educational History, \*Exchange Programs, General Education, Higher Education, Professional Education, \*School Role, \*Socialization, Teacher Education, Vocational Education

**Identifiers**—\*Union of Soviet Socialist Republics, USSR

The Soviet view of education as a chief resource for achieving national, social, economic, cultural, and scientific objectives is reflected in this report of the first U.S. mission to the U.S.S.R. The following topics are covered: The Administrative System of Soviet Education, Nurseries and Kindergartens, Schools of General Education, Extracurricular Activities, Education for the Arts, Preparation of Workers, Teacher Education, Academy of Pedagogical Sciences, Higher Education, and The Academy of Sciences. The report does not compare Soviet and U.S. schools

because of the vast difference in objectives: theirs to educate citizens to serve the needs of the state; ours to equip students to be productive free individuals. Favorable impressions gained by the mission members include the growth and development of nurseries and kindergartens, dignity and respect between boys and girls, cooperation of industry with schools, and an emphasis on foreign language instruction. Less favorably noted are the lack of emphasis in the humanities, lack of instruction on other economic systems and societies, and other aspects of their uniform society. An appendix includes the studies required for various specialties at the Pedagogical Institutes and \*Soviet Educational Reorganization for 1959-1963. (JH)

**ED 098 107** SO 007 882

**Vontress, Clemmont E.**  
Self-Hatred in Americans of African Descent.  
Pub Date 74

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Justice, Negro Culture, Negro Education, Negro Employment, Negroes, Negro History, Negro Housing, Psychology, \*Race Relations, \*Racial Discrimination, \*Racism, Religion, \*Self Actualization, \*Self Concept

In spite of attempts to destigmatize themselves with the "black is beautiful" rhetoric, efforts by Americans of African descent to disavow their imputed inferiority have not been successful. The black is reacted to as a handicapped person by the white American. Whites look with disdain on black-white sexual relationships, black language, and culture. They discriminate against blacks in housing, education, employment, religion, and criminal justice. The effect of these responses on the self-concept of the rejected black person is self-hatred, because consciously and unconsciously the dominant person's acceptance means so much to him. The most direct way to remove self-hatred in black Americans is to excise racism in the society at large. (Author/DE)

**ED 098 108** SO 007 883

**Administration of Education in the Asian Region. Bulletin of the UNESCO Regional Office for Education in Asia, No. 15.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date Jun 74  
Note—252p.

Available from—UNIPUB, P.O. Box 433, New York, New York 10016 (\$3.50)

Document Not Available from EDRS.

**Descriptors**—Administrative Organization, Administrative Personnel, Comparative Education, Decentralization, \*Developing Nations, \*Educational Administration, \*Educational Planning, Educational Policy, \*International Education, Job Training, \*Organizational Change, School Organization, Training

**Identifiers**—Afghanistan, \*Asia, Bangladesh, Indonesia, Iran, Japan, Khmer Republic, Laos, Philippines, Republic of Korea, Republic of Vietnam, Singapore, Sri Lanka, Thailand

This volume contains a series of articles describing the management of education in various countries of the Asian region and discussing a few of the regional problems. Many of these problems are the result of old administrative machinery trying to cope with growth in the size and complexity of education and with a new view of education as a key to development. An overview of articles on each country in the volume shows the following key features of administration: (1) the centralization of policy making and curriculum development; (2) decentralization of administration; (3) the wane of school inspection and the recognition of its two components—administrative overseeing and professional guidance; and (4) a need for personnel development in educational management. The articles deal with administration in Afghanistan, Bangladesh, Indonesia, Iran, Japan, Khmer Republic, Republic of Korea, Laos, Philippines, Singapore, Sri Lanka, Thailand, and Republic of Vietnam. The issues of training educational administrators, autonomy and public accountability in higher education, the role of the private sector in higher education in the Philippines, and the role of the educational administrator are taken up in four final articles. (JH)

**ED 098 109**

SO 007 884

**Rais, Frank A.**  
Advertising Design. Art Education: 6693.07.  
Dade County Public Schools, Miami, Fla.

Pub Date 74

Note—79p.; An authorized course of instruction for the Quinmester Program; Copyrighted materials, pp. 74-84, have been removed from this document and are not included in the pagination

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Art Activities, \*Art Education, Artists, \*Commercial Art, Curriculum Guides, Graphic Arts, Merchandising, \*Printing, Publicize, Teaching Techniques, \*Vocational Education

**Identifiers**—\*Quinmester Program

This introductory, secondary level course in advertising design provides a vocational orientation to art education. The concern of the course is the eventual use of commercial art—to persuade consumers to buy goods and services. Objectives of the course include competencies in the technical aspects of commercial art and an awareness of consumer psychology and job opportunities. The course begins with a discussion and lesson on basic design. Twelve projects—pen practice, geometric landscape, color theory and application, two small color roughs plus one comprehensive layout, introduction to printers' materials, television tiling card, travel or resort ad, teaser ad, silk screen project, book jacket, scratchboard, and photographs and tint block—in illustrating, lettering, layout, screens, keyline, and mechanical art are outlined. Discussion of each project includes its purposes and procedures and notes for the teacher. (JH)

**ED 098 110** SO 007 885

**Keller, Clair W.**  
Invelling Students in the New Social Studies.

Pub Date 72

Note—258p.

Available from—Little, Brown and Company, College Division, 34 Beacon Street, Boston, Massachusetts 02106 (\$5.95)

Document Not Available from EDRS.

**Descriptors**—Discussion (Teaching Technique), Educational Alternatives, Educational Change, Evaluation, History, Individual Instruction, \*Inquiry Training, Lecture, Political Science, Process Education, \*Social Studies, \*Student Participation, Teaching Guides, \*Teaching Models, \*Teaching Techniques, Team Teaching

This book attempts to narrow the gap between the rhetoric of social studies reform and the realities of most classrooms. It focuses on strategies for engaging students in the learning process. Practical and workable guides are provided for improving classroom instruction with new techniques and materials for innovative strategies. Although the teaching strategies draw their content from history and political science, the lessons are designed as models to be adapted and modified for other courses. Chapters in the book include topics on deciding what is worth teaching, organizing a course, conducting class discussion, utilizing the small group, getting students involved, developing and using inquiry models, individualizing instruction, lecture writing, team teaching, and evaluation of what has been learned. (Author/DE)

**ED 098 111**

SO 007 890

**Bodnar, John E.**  
Ethnic History in Pennsylvania: A Selected Bibliography.

Pennsylvania State Historical and Museum Commission, Harrisburg.

Pub Date 74

Note—30p.

Available from—Pennsylvania Historical Commission, Box 1026, Harrisburg, Pennsylvania 17120 (\$1.00, paper plus 6 percent tax for Pennsylvania residents)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*American History, Asian Americans, \*Bibliographies, \*Ethnic Groups, Higher Education, Historiography, \*History, Italian Americans, Jews, Mexican Americans, Negro History, Polish Americans, \*Primary Sources, Puerto Ricans, Slavery

**Identifiers**—\*Pennsylvania

This bibliography provides a selective listing of both primary and secondary sources dealing with ethnic groups in Pennsylvania history. Books and articles published between 1835 and 1974 are listed for students at the college and high school levels. Materials for 23 separate ethnic groups are provided. These groups include Asians, Dutch, English, Finns, French, Germans, Greeks, Hungarians, Irish, Italians, Jews, Lithuanians, Mexicans, Negroes, Norwegians, Poles, Puerto Ricans, Scots, Scotch-Irish, Slavic groups other than Poles, Swedes, Swiss, and Welsh. Special emphasis is given to materials on Germans and Negroes, with the section on Negroes being divided up into materials dealing with nonslaves and materials discussing slaves. (DE)

ED 098 112 SO 007 891

McHale, John Cordell, Magda  
World Trends and Alternative Futures. Open  
Grants Papers No. 1.

Hawaii Univ., Honolulu. East-West Center.  
Pub Date Jan 74

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Decision Making, Energy, Food, \*Futures (of Society), \*Global Approach, Natural Resources, Planning, Population Trends, Prediction, \*Social Change, Technological Advancement, \*Trend Analysis, Urbanization, \*World Affairs, World Problems  
We are now at a stage in human global development in which the continuous review and assessment of the long-range future implications of our past and present actions becomes crucially important for the survival of human society. This report includes a synoptic view of world trends and alternative futures. The first and major portion of the publication discusses world trends including both long-term and short-term changes: (1) Evolutionary Intervention; (2) Physical Extension; (3) Conceptual and Social Expansion; (4) Major Technological Change Events; (5) Population; (6) Urban Growth; (7) Energy; (8) Industrial Development and Natural Resources; (9) Food; (10) Material Disparity between Advanced and Lesser Developed Nations; (11) The World Economy; and (12) The Political Climate. The second part of the document discusses aspects of alternative futures in terms of what we ought to do. (Author/RM)

ED 098 113 SO 007 892

Posner, Arlene, E. de Keijzer, Arne J., Ed.  
China: A Resource and Curriculum Guide.

Pub Date 73

Note—277p.

Available from—University of Chicago Press,  
5801 Ellis Avenue, Chicago, Illinois 60637  
(\$6.50 cloth, \$2.95 paper)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Asian Studies, Books, \*Chinese, \*Chinese Culture, Higher Education, Instructional Materials, Non Western Civilization, Periodicals, Resource Centers, Resource Materials, Resource Units, Secondary Education, \*Social Studies, Summer Programs, Textbook Evaluation

Identifiers—\*China

This publication is intended to help secondary and college level teachers locate textbooks, curriculum units, audiovisuals, and other resources on China. The guide's contents include the following: (1) Teaching Materials on Contemporary China: A Critical Evaluation; (2) Adapting Scholarly Work to the Needs of Educators; (3) Teaching about China in the Classroom: What We Look for Beyond Seeing; (4) A Critical Guide to Curriculum Units on China; (5) An Annotated Guide to Audiovisual Materials; (6) An Annotated Guide to Books About China; (7) Packets and Miscellaneous Materials on China; (8) Periodicals; (9) Resource Centers for Asian Studies; (10) Selected Articles on China and Asian Studies; (11) Reports from Conferences on Asian Studies; (12) Field Staffs of the National Committee; and (13) Summer Programs on Asia for Teachers. Most teaching materials cited were published in the 1960's and the 1970's. The appendixes include clues to the pronunciation of Chinese and a directory of publishers. (Author/RM)

ED 098 114 SO 007 893

Wheeler, James O.

Introductory Economic Geography: Problem-Solving or a Teaching Problem?

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Chicago, Illinois, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Economics, \*Geographic Concepts, \*Geography Instruction, Higher Education, \*Problem Solving, Process Education, \*Social Welfare, Teaching Techniques, Thematic Approach

Identifiers—Economic Geography, \*Locational Analysis

Because economic geography is viewed as a field with too many different aspects for one person to master, teaching an introductory course in the subject poses the challenge of selecting an organizing theme. One specific approach, organized around higher level generalizations and theories, is the use of location theory. Coupling location theory with the trend toward problem solving can result in the theme of the locational analysis of welfare economics. Welfare economics, which is the evaluating and ranking of economic alternatives open to society, is a topic in need of research but available to classroom consideration in part because of its interest to students. Examples of use of this theme range from the simple question of where ice cream vendors should stand on the beach for the greatest benefit to their customers to the location of a factory for the greatest benefit to the immediate population and to society as a whole. In the footnotes economic geography texts and materials, some of which use the locational theory approach, are cited. (JH)

ED 098 115 SO 007 896

Ferguson, Patrick

Some Observations Concerning Ethnography and the Improvement of Research in Social Education.

Pub Date Nov 74

Note—17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Anthropology, \*Classroom Research, Cultural Factors, \*Educational Anthropology, Educational Environment, Educational Psychology, Educational Theories, \*Ethnology, Learning Processes, Research Needs, \*Social Studies

Identifiers—Ethnography, \*Social Science Research

The cogency and applicability of ethnography as it pertains to the improvement of research on the social studies classroom are the focus of this paper. The evaluation asks how close the relationship is between ethnography as defined in anthropology and the classroom ethnographic approach presented by Shaver and Larkins, and how viable the need is to generate field theory to advance the cause of social studies research. The domain of ethnography, its relationship with theory, the level of insight it is designed to achieve, and the problem of cultural perspective are areas discussed in relation to the study of the social studies classroom. Two of the major premises of the Shaver and Larkins proposal on classroom ethnography are examined to see how much is known about the teaching and learning process in social studies and whether ethnography can generate the kind of theory that is needed. It is concluded that ethnography is not suited to the purpose of formulating middle range theory in the area of psychology of the instructional process, but that researchers might apply it to examine social education within the context of the culture at large. (Author/KSM)

ED 098 116 SO 007 897

Education About Global Development. International Conference Report and Interpretation.

Management Inst. for National Development, New York, N.Y.

Pub Date [74]

Note—31p.; Richard J. D. Belgrave Memorial Conference (Colby College, New Hampshire, June 1974)

Available from—Management Institute for National Development 230 Park Avenue, New York, New York 10017 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—\*Comparative Education, Conference Reports, \*Cultural Awareness, Decision Making, Developed Nations, \*Educational

Change, Educational Objectives, Ethnocentrism, \*Global Approach, Group Unity, International Programs, Social Studies, \*World Problems

Identifiers—Interdependence, \*International Cooperation

Conference participants, reflecting the views of 15 different countries and representing both education and the broader community, gathered to discuss education about global development. The conference theme concerned educational reform in industrialized countries and the need for global awareness of the interdependence of all societies. The conference first considered two key themes: What Is a World-Minded Individual? and What Is A World-Minded Institution? Examples of internationalizing education in four countries—Sweden, Poland, France, and the United States—were then discussed. Group sessions concentrated on teaching in a global and development framework, institutional support for such teaching, and the need for society as a whole to help such teaching occur. This summary report of the conference includes a statement on behalf of the participants urging continued exchange of knowledge for the internationalizing of education and a description of the conference proceedings under the headings National Perspectives, Interdependence-Responsibility-Urgency, and Conference Interpretations. A list of conference-related documents and of conference participants is included. (JH)

ED 098 117 SO 007 902

Townley, Charles, Ed.

The Social Science Teacher; Vol. 4, No. 1, Summer 1974.

Association for the Teaching of the Social Sciences (England).

Pub Date 74

Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—Activity Learning, Comparative Education, Experimental Teaching, Foreign Relations, Global Approach, Periodicals, Secondary Education, Short Courses, Social Behavior, \*Social Sciences, \*Social Studies, \*Sociology, Student Attitudes, \*Teacher Education, \*Teaching Techniques, Testing

Identifiers—Great Britain

This new British journal is a medium of communication for those involved in teaching social science and social studies at the secondary and elementary levels. The first article in this issue, Ian Shelton's "The Sociology of Everyday Life," describes an experimental short course in secondary sociology. The course is designed to produce an understanding of sociological methods and methodological problems through first hand investigations of the taken-for-granted rules which underpin all everyday life. The second article, "The Place of International Relations in Training Teachers of World Studies," by Peter Bradshaw and Norbert Briemann, purports the usefulness of international relations as an area of study from which teachers can derive an understanding of contemporary world society. The third article, Roland Meighan's "How Do You Start...?" suggests using attitude scales, self-assessment schedules, and questionnaires to test the adequacy of students' "common sense" ideas about social behavior. Examples given assess attitudes toward immigration, communications, national stereotypes, and crime. A special interview with the chief of "A" level sociological exams explores the new syllabus to prepare secondary students for examination as well as the history of the exam, first instituted in 1965. Book review and correspondence sections complete the issue. (Author/JH)

ED 098 118 SO 007 904

Wong, Harold H.

The Relative Economic Status of Chinese, Japanese, Black, and White Men in California. California Univ., Berkeley. Inst. of Race and Community Relations.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 74

Note—206p.; Ph.D. Dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$6.00)

Document Not Available from EDRS.



**Descriptors**—Acculturation, Census Figures, Cross Cultural Studies, Demography, Doctoral Theses, \*Economic Disadvantage, \*Economic Research, Economic Status, Educational Status Comparison, \*Employment Patterns, \*Ethnic Groups, Labor Force, Occupational Surveys, Participant Characteristics, \*Racial Discrimination, Sociocultural Patterns

This study hypothesizes that Chinese, Japanese, and blacks in California earn less at each level of education and age than do whites, and that the situation is not improving. Hypothesized reasons include a lower return on education, exclusion from high earning occupations, nonadvancement within an occupation, and greater unemployment. A basic model containing experience, education, vocational training, disability, and location and acculturation variables is used to analyze annual earnings. More complex models add occupation and/or class of worker terms to the basic model. Statistical tests measure the reliability of the estimated effects of the explanatory variables. Major findings are that: (1) almost all men, age 21-65, are in the labor force so that unemployment is a negligible factor in annual earnings; (2) the effects of additional years of schooling are statistically reliable whereas the effect of a diploma is not; (3) Asian earnings are greatly decreased by apparent lack of American acculturation; (4) white earnings exceed minority earnings because of price, rather than mean differences in personal characteristics, attesting to the existence of racial discrimination; and (5) historical, psychological, and sociological insights are crucial to the economic study of social problems. (Author/JH)

**ED 098 119** SO 007 905

Taylor, P. H. Johnson, M.  
Curriculum Development: A Comparative Study.  
Pub Date 74  
Note—200p.

Available from—Humanities Press Inc., Atlantis Highlands, New Jersey 07716 (\$9.00, paper)  
Document Not Available from EDRS.

**Descriptors**—\*Comparative Education, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, \*Decision Making, Educational Change, Educational Development, Educational Opportunities, \*Educational Planning, Educational Problems, \*Educational Trends, Futures (of Society), Teaching Methods  
Identifiers—Belgium, Canada, England, Germany, Israel, Netherlands, Scotland, Sweden, United States

This publication discusses curriculum development in Belgium, Canada, Denmark, England, Germany, the Netherlands, Israel, Scotland, Sweden, and the United States. The book's purpose is to make available to those interested in the process of curriculum development information on how it is handled in other countries, enabling them to see to what extent it is possible to make generalizations about curriculum development and to what extent it is an historically and culturally embedded process. Chapter 1 discusses the bases for comparing approaches to curriculum development. Chapters 2-11 discuss curriculum development in each of the 10 countries, focusing on the following: (1) the meaning given to curriculum in each country, (2) the process of curriculum development and who participates in this process, (3) kinds of decisions entailed in the process, (4) the way decisions are implemented, (5) forces which initiate and inhibit the process of curriculum development and influence its results, and (6) the future of curriculum development in each country. The last chapter provides an overview of curriculum development. (Author/RM)

**ED 098 120** SO 007 906

Haas, John D.  
Diffusion of Curriculum Products Through Inservice Education.  
Pub Date Nov 74

Note—4p; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—Curriculum Enrichment, \*Diffusion, Educational Innovation, Information Dissemination, Inservice Programs, \*Inservice Teacher Education, \*Instructional Innovation, Projects, School Visitation, \*Social Studies, Teacher Developed Materials, \*Teacher Workshops, Teaching Techniques

Demands for reform in all curriculum areas in the public schools were made during the late 1950's and throughout the 1960's. Reformers believed that two things needed to be done to change curriculum: (1) develop higher quality materials, and (2) educate teachers in new subject matter which they were being asked to teach.

To meet these needs, extensive projects developed new materials in the social sciences. Teachers participated in summer and academic-year institutes offering courses in content. For various reasons, however, the hoped-for marriage between subject matter competency and appropriate uses of the new curricula did not occur. If curriculum is to change, new approaches to teacher inservice programs need to be developed making the variety of new social science curricula the major focus of inservice activities. In addition, teachers need to learn the skills necessary for creative adaptation of the curricula to local community settings. Listed characteristics of successful programs and procedures to enhance the chances for a successful inservice program for teachers help insure curriculum change. (Author)

**ED 098 121** SO 007 907

Stambler, Moses  
Characteristics and Innovations in American Education of Relevance for Indian Education.

Pub Date 15 Apr 74  
Note—29p; Paper presented at the University of Mysore, India, August 1974, as a part of the Group Projects Abroad Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors**—Community Involvement, \*Comparative Education, Cross Cultural Studies, Decentralization, Decision Making, Democracy, \*Developing Nations, Educational Change, Educational History, \*Educational Innovation, \*Educational Problems, Humanistic Education, \*Manpower Utilization, Open Education, Process Education  
Identifiers—India

American responses to educational problems faced around the globe can serve as models for developing nations. The following characteristics of American education with particular relevance for education in developing nations have been organized as inputs, structures and strategies, and outputs. Inputs to the system of American education, defined in an historical context, include sociocultural pragmatism vs. long-range planning; centralization vs. decentralization; and democratic vs. elite education. Innovative structures and strategies provide the following: (1) new ways of perceiving the educational process, for instance the accountability movement; (2) new housing for education, such as open classrooms; (3) new values—humanistic vs. manpower; (4) expanded participation in the educational decision-making process by students, professionals, parents, and other interest groups; (5) variety in instructional level organization, including the nongraded approach; (6) learning how to learn; and (7) examination of the process of educational change itself. The output of American education is no longer being absorbed by the society. More emphasis on humanistic programs could counteract this situation. Human experience with educational problems should be incorporated into a world information pool on education strategies. (JH)

**ED 098 122** SO 007 908

Schafer, Delbert F.  
History: Behavioral Objectives and the Classroom.  
Pub Date Oct 74

Note—20p; Paper presented at the Annual Northern Great Plains History Conference (9th, Mankato, Minnesota, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—Autoinstructional Aids, \*Behavioral Objectives, Course Descriptions, Cross Age Teaching, Education Majors, Higher Education, \*History Instruction, \*Instructional Innovation, Relevance (Education), Teaching Techniques, Undergraduate Study, \*United States History  
Identifiers—Undergraduate Instruction

Historians, feeling the effects of accountability and the demands for relevance in education, are faced with the use of behavioral objectives. An attempt to capitalize on the behavioral objectives concept is presented in this description of a survey course in United States history (1492-1877) offered in one, three-hour weekly, evening meeting attended mostly by older, college students.

The main objective of the course is that students discover history as an interesting, varied, and interpretative discipline. Each of 16 class sessions is divided into self-contained learning activities or into large group sessions, addressed to particular behavioral objectives, depending on the needs of the subject matter. Students are made aware of exactly which objectives are to be attained at each activity. Various types of audio and visual aids are used in the activities. The effect of team teaching is accomplished with the help of social science education majors in the planning and presentation of session activities. Evaluation of course mastery indicates that students learned at a level comparable to that in traditional courses. Students evaluated the course favorably. (JH)

**ED 098 123** SO 007 910

Schuster, Derek V.  
Social Studies in the Summertime: Some Thoughts on an In-Service Program.

Pub Date Sep 74  
Note—25p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

**Descriptors**—Course Content, Discussion (Teaching Technique), Educational Improvement, Inquiry Training, \*Inservice Courses, \*Inservice Programs, \*Inservice Teacher Education, Inservice Teaching, Lesson Plans, Microteaching, Questioning Techniques, Secondary Education, \*Social Studies, Summer Programs, \*Teaching Techniques, Values

This report provides an in-depth guide for the development of a summertime inservice training program for social studies teachers. The course is based on a 38-hour, three-week institute for 12 New York city secondary school teachers held during the summer of 1974. The program content covers four skill areas including the inquiry method, class questioning techniques, values clarification, and class discussion techniques. The suggested training design outline contains suggestions for determining program content, program structure, program climate, and detailed list of activities and questions dealing with subject content of the four skill areas. The program structure incorporates the use of microteaching and lesson design presentation as a means of having the teachers experience and practice the instructional skills as opposed to discussing them. The program climate emphasizes process-oriented teaching and the importance of feedback in learning and understanding the skill areas. A concluding unit requires the teachers to specifically indicate their strategies for integrating the new skills into their classrooms. (Author/DE)

**ED 098 124** SO 007 911

Kasschau, Richard A. Wertheimer, Michael  
Teaching Psychology in Secondary Schools.  
American Psychological Association, Washington, D.C.; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.  
Pub Date 74

Note—72p.  
Available from—Order Department, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (\$2.50 each, Quantity rates available)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

**Descriptors**—\*Behavioral Sciences, Curriculum Development, Educational History, Educational Objectives, Educational Philosophy, \*Educational Strategies, \*Educational Trends, \*High School Curriculum, Instructional Materials, Literature Reviews, \*Psychology, Secondary Education, Teacher Certification, Teacher Education, Teaching Methods

The document examines the teaching of psychology at levels below college. Its purpose is to establish a separate identity for high school psychology teachers by tracing the growth and documenting the breadth of present-day psychology at the secondary school level. The focus is on distinguishing between the needs of the college professor and the high school psychology teacher. Discussion is limited primarily to high school psychology courses, where most curriculum development efforts and enrollment increases have occurred. A few efforts at the elementary and junior high school levels are also mentioned. A brief history of the field and documentation of the rapid growth in recent years are reviewed. Next, some of the philosophical issues behind the teaching of psychology below college

are considered. The main issue of contention is whether personal development or substantive knowledge of psychology as a discipline should be the primary goal. The last two sections are devoted to the primary areas in which the philosophical issues have had an impact: instructional approaches and teacher training. (Author/KSM)

ED 098 125 SO 007 913

Paranya, Ann C.  
Unit on Aging.  
Pub Date 74

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Age, Bibliographies, Changing Attitudes, Class Activities, Course Evaluation, Course Objectives, Family Life Education, Marriage, Older Adults, Secondary Education, \*Senior Citizens, \*Social Problems, \*Social Studies Units, \*Sociology, Stereotypes, Student Attitudes, Student Evaluation, Teacher Evaluation, Teaching Methods

This unit on aging was prepared for use in high school sociology, marriage and family classes. The objectives of the course, which can be taught in four classroom sessions, are to help students: (1) become aware of the fact that older people are individuals, differing widely in attitudes and abilities, who do not necessarily conform to the popular stereotype; (2) assess realistically the problems that older people face in the United States; (3) identify local agencies that serve the elderly and learn of the services that they offer; (4) become aware that as life expectancy increases, our society must make adequate provision for an increasing population of older citizens; and (5) develop a relationship with an older person or persons. Teaching strategies include class discussions, viewing of films, role sessions with senior citizens, and panel discussions. The unit contains an outline of the course objectives, a unit outline describing classroom activities, and the positive results of the course evaluation by pupils, senior citizens, and teachers. A bibliography of books on aging is included. (Author/RM)

ED 098 126 SO 007 914

Bergmann, Frithjof And Others

National Humanities Faculty Working Papers.

[Three Reports on Visits to Various Schools.]

National Humanities Faculty, Concord, Mass.

Note—19p.; Related documents are SO 007 915-918

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Community Resources, Consultants, Curriculum Enrichment, \*Curriculum Evaluation, \*Humanities Instruction, Interdisciplinary Approach, \*Program Evaluation, \*Relevance (Education), Secondary Education, Secondary Grades, \*Teacher Developed Materials

National Humanities Faculty working papers are the result of faculty members' participation in or visits to humanities projects in schools across the country. The papers included in this document are reports to those schools and to the faculty on particular visits. Further documents in this collection, SO 007 915-918, have different emphases—curriculum content, curriculum development, workshop papers, and a source list of humanities materials. In this collection on school visits, Frithjof Bergmann comments on a curriculum in an all-black inner-city high school, where relevance has become boredom and where "making it" is the major criterion for course content. Included are suggestions for usable content that puts the humanities to work. Wallace W. Douglas helps language arts teachers with their program, emphasizing basic skills and personal achievement, by suggesting the incorporation of local culture and visual sensitivities. Fred E. H. Schroeder's observations of a junior high American studies program covers the importance of methods over content, the interdisciplinary nature of teaching, and other teaching and learning concerns. (JH)

ED 098 127 SO 007 915

Hanley, Janet And Others

National Humanities Faculty Working Papers.[Six

Papers Concerned with Development of Humanities Curricula.]

National Humanities Faculty, Concord, Mass.

Pub Date 72

Note—57p.; Related documents are SO 007 914-918

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Course Objectives, \*Curriculum Development, \*Curriculum Enrichment, Educational Environment, Educational Objectives, \*Humanities Instruction, Intellectual Disciplines, \*Program Design, Program Development, Resource Units, Secondary Education, Teacher Attitudes, \*Teacher Developed Materials, Teacher Role

The National Humanities Faculty working papers collected in this document consider the process of curriculum development and approaches in curriculum presentation. Janet Hanley's "Success or Failure in Curriculum Development: Six Ways to Know" provides a set of review questions for curriculum developers to help insure a successful course. A. D. Van Nostrand's description of the "portable module" includes the mechanics for an idea to enrich an ongoing course. Hyman Kavett emphasizes the importance of teachers' enthusiasm, willingness to make bold decisions, and ability to cooperate with other teaching colleagues in curriculum development. Frithjof Bergmann's report on a visit to the Berea Community School in Kentucky justifies a program emphasizing respect for the individual student's development and initiative. David Tyack's paper "Ask Yourself About the Humanities," is a set of questions for private pondering and public discussion in the preparation of a humanities curriculum. John Ratte's report of several days of brainstorming on the development of a humanities curriculum to examine values, culture, and their interrelationship reveals the nature of the development process. (JH)

ED 098 128 SO 007 916

Cawelti, John And Others

National Humanities Faculty Working Papers.

[Papers Describing the Content of Humanities Programs.]

National Humanities Faculty, Concord, Mass.

Pub Date [70]

Note—56p.; Related documents are SO 007 914-918

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—American Literature, \*American Studies, Community, \*History, \*Humanities Instruction, Individual Development, \*Interdisciplinary Approach, Problem Solving, Process Education, Program Content, Secondary Education, Skill Development, \*Thematic Approach, Values

The National Humanities Faculty working papers in this document represent reports of faculty participation in humanities projects around the country and emphasize program content that might be useful to teachers developing their own humanities programs. Arleigh D. Richardson's report is a description of the program he visited and is written by the teachers who developed it. The program, geared for the average student, stresses the interrelated and values content of the humanities. The result of John Cawelti's visit to a black, inner-city school is a detailed model for an 11th grade course, "Who We Are," that would involve the whole student. Roland B. Kimball, after visiting a Connecticut high school, suggests an outline and activities for a 9th grade humanities program that centers on the life of the students' community. John Anthony Scott's report on the theme and content of an American studies course is a specific program with a human and historical orientation to be implemented by integrating literature with historical topics. John Cawelti contributes another paper: his thoughts on the construction of an integrated curriculum that would develop the basic analytic and interpretive skills of the social studies, science, and the humanities, independently, and then set up problems requiring the interworking of the different skills. (JH)

ED 098 129 SO 007 917

Bergmann, Frithjof Sinder, Leon

National Humanities Faculty Working Papers. The

Logic of Freedom: What Makes an American an

American; The Authority of Biosocial Factors.

National Humanities Faculty, Concord, Mass.

Pub Date 72

Note—61p.; Presentations made at the Question of Authority Workshop (Durham, New Hampshire, July 1974); Related documents are SO 007 914-918

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*American Culture, \*Biological Influences, Cultural Factors, Existentialism, \*Individualism, \*Individual Power, Philosophy, Platonism, Self Concept, Social Factors, \*Social Values, Values

Identifiers—\*Authority, Freedom

These National Humanities Faculty working papers are presentations from the Question of Authority Workshop. Frithjof Bergmann's "The Logic of Freedom" distinguishes two approaches to the concept of freedom—that freedom is the ultimate good and that freedom is a burden. A theory of freedom is constructed in the second part of Bergmann's presentation. It states that an act is free if the agent identifies with the element from which it flows; it is coerced if the agent disassociates himself from that generating element. This theory requires identification or self-knowledge prior to freedom. Leon Sinder contributes "What Makes an American an American" and "The Authority of Biosocial Factors." American culture is delineated in the first presentation according to an underlying system of American values. Some of those values are puritanism, efficiency, and the ideal of the man of action. The biosocial factors that exert authority on man, chosen for discussion in the second presentation, include not only requirements common to all living things, such as reproduction, but also those more peculiar to man, such as the need to belong, the passage of time, the will to power, and conservatism. Societal and individual accommodation of these biosocial factors is also considered. (JH)

ED 098 130 SO 007 918

National Humanities Faculty Working Papers.

Readings and References in the Humanities.

National Humanities Faculty, Concord, Mass.

Pub Date [72]

Note—15p.; Related documents are SO 007 914-917

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Booklists, Humanities, \*Humanities Instruction, \*Indexes (Locators), Interdisciplinary Approach, \*Periodicals, Resource Materials

This National Humanities Faculty working paper is a highly selective collection of readings and references drawn up as a guide for humanities teachers. The list, which is not definitive, is divided into three sections: Indexes, Periodicals, and Faculty Suggestions. The first two sections are annotated. Periodicals are divided into subsections by subjects, such as administration and drama. The third section, Faculty Suggestions, includes fairly recent works in criticism, history, commentary, and ideas for humanities teachers to mull over. (Author/JH)

ED 098 131 SO 007 923

Social and Economic Characteristics of Students:

October 1973. Current Population Reports, Series

P-20, No. 272.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Pub Date Nov 74

Note—73p.; Related document is ED 093 728

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington,

D.C. 20402 (\$1.35 each)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Age Groups, Charts, \*Enrollment Rate, Income, Marital Status, \*Population Trends, Private Schools, Public Schools, Racial Composition, Sex Differences, Socioeconomic Influences, \*Socioeconomic Status, \*Student Enrollment, Surveys, Tables (Data)

Findings related to the social and economic characteristics of students are reported from a 1973 Bureau of the Census survey. Enrollment figures show a rising long-term trend at all ages in the 14-34-year-old civilian noninstitutional population surveyed. Some changes found were a rising enrollment rate for ages 3 to 5 years, and a declining enrollment rate among young men of the age to enter college (18-19 years old). Content of the report is divided into sections with accompanying text tables on patterns of college attendance, explanation of population estimates, related reports, definitions and explanations, and source and reliability of the estimates. The remainder consists of one chart, 24 detailed tables, and one appendix on the age distribution of college students by sex. (Author/KSM)

**ED 098 132 SO 007 924**

**The Mood of American Youth. 1974.**  
National Association of Secondary School Principals, Washington, D.C.

Pub Date 74

Note—53p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$4.00 per copy, 20 percent off for 10 or more copies, further quantity rates available)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Educational Attitudes, Educational Interest, Futures (of Society), High Schools, \*Political Attitudes, Recreational Activities, School Surveys, Secondary Education, \*Social Attitudes, Social Values, Student Attitudes, Student Evaluation, Student Teacher Relationship, Values, \*Work Attitudes, Work Experience, \*Youth

The major objective of this research was to give high school students the opportunity to speak for themselves on people, institutions, and issue they confront and think about daily. The survey consisted of 2,000 personal interviews held in more than 100 geographical areas and conducted by high school seniors under direct faculty supervision. The study raised questions concerning student attitudes toward school and home, as well as reactions to the social, political, and economic environment of the day. Among the results are the following: (1) youth acknowledge the importance of education and approve of the way high schools are providing that education; (2) a majority feel that good student-teacher interaction exists in their schools; (3) almost all think that year-round, part-time work should be a part of student activities; (4) regarding their futures, the students are extremely determined and ambitious; (5) students have grand salary expectations; (6) happiness and family life are valued as vital elements to a complete and satisfying life; and (7) primary concerns of students during the next five years will consist of completing their education, finding jobs, marriage, and raising a family. (Author/RM)

**ED 098 133 SO 007 925**

**Sedlacek, William E. And Others**

**Racism and Sexism: A Comparison and Contrast.**  
Research Report No. 5-74.

Maryland Univ., College Park. Cultural Study Center.

Pub Date 74

Note—18p.; Based on a Symposium presented at the Annual Convention of the National Association of Women Deans, Administrators, and Counselors (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Behavior Change, Behavior Patterns, Change Agents, \*Change Strategies, Changing Attitudes, Comparative Analysis, Discriminatory Attitudes (Social), Literature Reviews, Models, Racial Attitudes, \*Racism, \*Sex Discrimination, Sex Role, \*Stereotypes

The nature of racism and sexism is explored, and a model to eliminate racism and sexism is described. First, results of a number of research studies conducted by the authors are reviewed. Among the conclusions, it is shown that men generally view women more positively than whites view blacks, that sexism appears to be more of a reluctance to view men and women outside traditional roles than it is a negative feeling, and that perceptions of sex roles seem to be critical in understanding the relationships between black and white cultures. Secondly, the sequential stages of the model are outlined. These include identifying racial and sexual differences, understanding racism and how it operates, examining racist attitudes and their sources, and establishing what and how behavior can be changed. The model emphasizes the results of actions of those attempting change rather than the actions themselves and relies on the participation of minority and majority group members as change agents. (Author/KSM)

**ED 098 134 SO 007 926**

**Schell, Robert L.**

**Law-Related Education Competencies.**  
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 74

Note—29p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Behavior, \*Behavioral Objectives, Civil Rights, Crime, \*Curriculum Development, \*Educational Needs, Educational Objectives, Elementary Education, \*Justice, Law Enforcement, \*Law Instruction, Laws, Secondary Education, Values

In 1973, Pennsylvania Secretary of Education John C. Pittenger declared legal education a curriculum priority of the Department of Education. A major component of this curriculum development was the formation of the goals of legal education. The goals were formulated in terms of student competencies. This publication lists these competencies, which give direction in the teaching of law-related education at the primary, intermediate, and secondary levels. The publication's four major sections include a list of concepts that students will have achieved at the end of the 12th grade and subcompetencies to be developed at the primary, intermediate, and secondary levels. Each of the four sections is organized into three categories: (1) Groups Establish Certain Acceptable Behavior, which focuses on the need for rules to protect both the individual and society; (2) Groups Differentiate Between Acceptable and Unacceptable Behavior, which relates to the varied types of unacceptable and illegal behavior, and legitimate authority; and (3) Groups React in Varied Ways to Acceptable and Unacceptable Behavior, which emphasizes enforcement and correction. (Author/RM)

**ED 098 135 SO 007 930**

**Ruby, Jay Chalfen, Richard**

**The Teaching of Visual Anthropology at Temple.**  
Temple Univ., Philadelphia, Pa. Dept. of Anthropology.

Pub Date [73]

Note—10p.; Paper presented at the Annual Meeting of the American Anthropological Association (New Orleans, Louisiana, 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Anthropology, Course Content, Curriculum Development, Educational Innovation, \*Film Production, Higher Education, Instructional Films, \*Nonverbal Communication, Teaching Programs, \*Visual Learning, \*Visual Literacy

The exploration of nonverbal forms of culture and communication has led to the development of visual anthropology courses within the anthropology department at Temple University. Visual anthropology is conceptualized as the study of human nonlinguistic forms of communication involving film making for data collecting and analysis. Several areas of research are suggested which include studies of human interpersonal behavior such as greeting, interviewing, and teaching; macro-units of human behavior such as rituals, ceremonies, artistic processes, socialization practices, subsistence patterns, and warfare; and films themselves as societies increasingly begin to produce their own sets of mass mediated messages for culture and communication. Courses are set up for three levels starting at the beginning undergraduate, undergraduate major, and graduate level. At the undergraduate and beginning graduate level emphasis is placed on studying cultures and communications in their verbal and nonverbal forms. Appropriate methodologies and film production techniques for research and fieldwork are emphasized for the advanced graduate student. Special emphasis is placed on the fact that a department does not need a large budget and expensive equipment to start developing courses in visual anthropology. (DE)

**ED 098 136 SO 007 931**

**Information Bulletin, 2/1974.**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 74

Note—94p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Career Planning, \*Comparative Education, Continuous Learning, Educational Innovation, Educational Planning, \*Educational Policy, \*Educational Research, \*Educational Researchers, Educational Technology, Higher Education, \*International Education, International Programs, Medical Education, Relevance (Education), Secondary Education  
**Identifiers**—\*European Education

The Information Bulletin, which is distributed free of charge three times a year in an English and a French edition, describes the educational, cultural, and scientific activities of the Council of Europe and reprints important policy documents of European interest in these fields. This bulletin has two major sections. The first part reports the activities of the Council for Cultural Co-operation, and discusses higher education and research, general and technical education, out-of-school education, cultural development, and educational documentation and research. The second part includes the introductory address and papers delivered at the Colloquium of Directors of Educational Research Organizations, Paris, November 7-9, 1973. Several of the papers included discuss the researcher and his roles as an adviser to the educational policy maker, as an agent of educational innovation, and as an agent of innovation in the classroom. A report on the 1973 Survey of Educational Research Policy in European Countries, and conclusions and recommendations on the training and career structures of educational researchers concludes the second part. (Author/RM)

**ED 098 137 SO 007 932**

**Buttimer, Annette**

**Values in Geography.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—58p.

Available from—Association of American Geographers AAG, Commission on College Geography, 1710 16th Street, N.W., Washington, D.C. 20009 (\$1.50 each, quantity rates, single copies free to members)

**Document Not Available from EDRS.**

**Descriptors**—\*Educational History, \*Educational Research, Futures (of Society), \*Geographic Concepts, \*Geography, Higher Education, Social Problems, Social Responsibility, Supplementary Reading Materials, Theories, \*Values

This resource paper on values in geography is one of several developed by the Commission on College Geography as expository documents for the use of both the student and instructor at the college level. They are designed to supplement existing texts and to fill a gap between significant research in geography and readily accessible materials. The papers are concerned with important concepts in modern geography and focus on three general themes: geographic theory; policy implications; and contemporary social relevance. Among the papers presented are the following: (1) What Do Geographers Mean by Values; (2) Values and Sociology of American Geography; (3) Values We Inherit; (4) Geography Today: Some Value Dilemmas; (5) A Vocational or a System Definition of Geography; (6) The Nature of Man in Geographic Perspective; (7) Values and the Natural-Science Notion of Man; (8) Toward a Rational Notion of Man; (9) Geography and the Horizons of the Everyday World; (10) Toward a Conscientious Engagement in Social Problems; and (11) Environmental Values and the Quest for an Ethic. An extensive bibliography and additional commentaries on values in geography are also included. (Author/RM)

**ED 098 138 SO 007 933**

**Cole, Richard A.**

**A New Role for Geographic Education: Values and Environmental Concerns. Do It This Way Series.**

National Council for Geographic Education.

Pub Date 74

Note—50p.

Available from—National Council for Geographic Education, 115 N. Marion Street, Oak Park, Illinois 60301 (\$3.00 each, 10 percent discount on 10 or more copies)

**Document Not Available from EDRS.**

**Descriptors**—Decision Making, \*Educational Strategies, Environmental Education, Geographic Concepts, \*Geography, Geography Instruction, \*Human Geography, Inquiry Training, Interdisciplinary Approach, Models, \*Teaching Techniques, \*Values

Strategies are presented in this monograph for dealing with the interface of geography and education, and for providing a focus on human values and sensitivity. Factors contributing to a concern over environmental awareness are discussed. Geographic educators—teachers, super-



visors, or administrators—can use this aid in handling values and the valuing process in the classroom. The purpose of the monograph is to present instructional techniques for bringing students at all levels to an awareness of their own values and value conflicts, to guide student exploration of values related to geographic problems, and to help students develop a set of values consistent with both personal and societal needs. The four main sections focus on values as human characteristics, fostering the valuing process in the geography, teaching techniques for value clarification, and value inquiry and decision making. An appendix shows how students have described places of their own choosing from the point of view of the place as an urban geographical phenomenon and as perceived by individuals utilizing that place. (Author/KSM)

**ED 098 139** SO 007 938  
Skeptical, The Forum for Contemporary History;  
Skeptical Educator's Handbook. Special Issue No. 4.

Pub Date Nov 74  
Note—78p.  
Available from—Forum for Contemporary History, Inc., 812 Anacapa Street, Santa Barbara, California 93101 (\$1.25 each issue or \$6.00 for six issues per year)

#### Document Not Available from EDRS

Descriptors—Classroom Materials, \*Crime, Criminals, \*Current Events, Justice, \*Law Instruction, Learning Activities, \*Moral Issues, Secondary Education, \*Social Problems, Teaching Guides, Units of Study (Subject Fields)

Announced on a one time basis, this issue of *Skeptical* and its accompanying educator's handbook focus on crime. They are part of a series of debates-in-print in which a central question is defined and enlarged through expression of several conflicting views. The student magazine is organized into sections on the war on crime, its causes and perpetrators, the criminal justice system, and the fight against crime. Content is geared toward secondary level students and is enhanced by photographs and drawings. The teacher handbook includes a pretest, simulation, 25 activities, visuals, and suggestions for follow-through actions. The activities, designed to be used independently or in a total program, are divided into two levels: those which assume a general understanding of the topics and require fairly sophisticated skills, and those designed to be more instructional. (Author/KSM)

**ED 098 140** SO 007 939  
Dunlap, Robert L., Ed.  
Individualizing the Social Studies, Why Not?

Illinois Council for the Social Studies.  
Pub Date 74  
Note—69p.  
Journal Cit—The Councilor; v34 n1 April 1974  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—African American Studies, Community Resources, \*Curriculum Development, \*Educational Strategies, Humanities Instruction, \*Individualized Instruction, Individualized Programs, Instructional Materials, \*Social Studies, Social Studies Units, Teacher Developed Materials, Teaching Techniques  
Identifiers—\*Learning Activity Packages

The 11 articles in this issue of *The Councilor* focus on individualized social studies instruction. Nolan Armstrong reviews several studies of individualized social studies programs and their fundamental assumptions. C. Frederick Rinsinger discusses some existing individualized programs and their implementation problems. Three suggestions for using individualized instruction with local resources are offered by Gerald Danzer, Linnea Ghilardi, and Theresa Kasprzycki. G. Galin Berrier offers suggestions for writing learning activity packets with performance objectives, while techniques for individualizing a primary grade social learning skills program are detailed by Kevin Swick. Richard Clark outlines the staffing, objectives, and content of an individualized humanities program. William R. Heitzmann describes his individualized unit on Afro-American studies, Patrick O'Donnell and Robert Lang relate their individualization of social studies through literature, and Wilma Lund tells of her unit on communication. John McAtter writes of individualizing the preparation of social studies student teachers and Allen Kemmerer of provid-

ing a primary resource from which inservice teachers can implement secondary school projects. (KSM)

**ED 098 141** SO 007 941  
Hahn, Carole L.

Perceptions of New Social Studies Projects and Their Adoption in Four States.

Pub Date Nov 74  
Note—21p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, College and University Faculty Association (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Adoption (Ideas), \*Changing Attitudes, Curriculum Development, \*Diffusion, \*Educational Innovation, Educational Research, High School Curriculum, Innovation, Prediction, Questionnaires, \*Social Studies, Statistical Analysis, Use Studies

The problem of this study was to assess the characteristics of innovations that were perceived by two samples of potential adopters of social studies innovations. The purpose was to determine if those perceptions were related to the potential adopters' attitudes toward the innovations and to adoption of innovations, and if relative advantage, compatibility, trialability, observability, and complexity are useful concepts to help predict the degree to which social studies innovations will be adopted. Principals of 250 high schools in Indiana, Ohio, Florida, and Georgia received a New Social Studies Materials List and a Materials Information Questionnaire. Statistical analyses performed on the data from the completed questionnaires indicated that potential adopters tended to come from more urban and suburban communities, that there is correlation between perceptions and attitudes, but that little correlation exists between perceptions and adoption and between attitudes and adoption. Attitudes were shown to be influenced by observability and compatibility. The New Social Studies Materials List, Materials Information Questionnaire, and tables of data are included. (Author/KSM)

## SP

**ED 098 142** 95 SP 008 244  
Larson, Rolf W.

Accreditation Problems and the Promise of PBTE. American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74  
Note—32p.

Available from—American Association of Colleges for Teacher Education, No. 1 Dupont Circle, N. W., Suite 610, Washington, D. C. 20036 (no price quoted)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Standards, \*Accreditation (Institutions), Admission Criteria, \*Performance Based Teacher Education, Schools of Education, \*Teacher Education, Teacher Education Curriculum

This paper examines the relationship between the accreditation of teacher education institutions and performance-based teacher education. After a brief historical review, the author discusses four basic accreditation problems: (a) the need to allow for institutional differences; (b) the need to base decisions on substance rather than on form, (c) the need to determine the actual qualifications of the graduate, and (d) the need to determine the focus or function of accreditation. Institutional statements of objectives for teacher education are frequently vague and provide little guidance for the accrediting team. The objectives of one institution are examined in detail to illustrate these problems. Performance-based teacher education, which requires the explicit definition of expected competencies, could help to move accreditation toward being based on elements of substantive achievement and could encourage a rethinking of admissions criteria. Finally, the two purposes of accreditation are considered; whether it should be used to identify institutions which

meet a minimum set of standards or to stimulate institutions to improve their programs significantly. (MBM)

**ED 098 143** 95 SP 008 439  
Schmieder, Allen A. Yarger, Sam J.

Teaching Centers: Toward the State of the Scene. American Association of Colleges for Teacher Education, Washington, D.C.; ERIC

Clearinghouse on Teacher Education, Washington, D.C.; University of South Florida, Tampa. Leadership Training Inst. for Educational Personnel Development.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74  
Note—66p.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Educational Programs, \*Program Development, \*Teacher Centers, \*Teacher Education, \*Teaching Programs

This monograph is intended to: (a) outline the background and current extent of teacher centering in the U.S., (b) stimulate intercenter communication, (c) identify resources for potential program developers, (d) raise some developmental problems and issues confronting center builders, and (e) provide a framework for a systematic analysis of the nature and promise of the teaching center concept. After a brief discussion of the problems of naming these projects, the authors identify some roots of the movement and analyze the extent and nature of teaching centers, using a survey conducted by Syracuse University. Eighteen selected summary tables from that survey are included. A typology of teaching centers identifies seven organizational types and four functional types. Five major issues for center developers are listed, followed by 25 questions arising from them. Current resources listed include 14 national programs and 46 exemplary centers. There is a 152-item bibliography. (LP)

**ED 098 144** SP 008 484  
Council for Cultural Cooperation and Cultural Fund of the Council of Europe. Annual Report 1973.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74  
Note—90p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (no price quoted)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Athletics, Curriculum, \*Education, \*Educational Change, Educational Improvement, Educational Programs, Exchange Programs, \*Intercultural Programs, Organization, \*Professional Associations, Research, Teacher Education

Identifiers—\*Europe

In the introduction to this annual report of the Council for Cultural Cooperation and the Cultural Fund of the Council of Europe, it is stated that while the year's end did not see the council's efforts result in a full-scale European Office of Education, intensified cooperation and corresponding strengthening of the resources of the Cultural Fund were accomplished. The document is divided into the following sections, each of which discusses the council's activities in the topic area: (a) organization of education (including pilot experiments in permanent education, diversified development of tertiary education, and education of the 16-19 age group); (b) curricula, content, subjects (ranging from interdisciplinarity in the teaching of secondary school subjects to the reform of the study of pharmacy at university level); (c) training of teachers; (d) educational technology; (e) research cooperation; (f) exchange agreements; (g) mobility and equivalence; (h) documentations and publications; (i) cultural development; and (j) youth activities. Appendixes include a listing of display material, programs financed by the Cultural Fund in 1973 and a balance sheet for funds as of the end of 1973. (JA)

ED 098 145 95 SP 008 486

Weber, Wilford A.

Competency-Based Teacher Education: An Overview.

Syracuse Univ., N.Y. School of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Oct 70

Note—14p.

Available from—Script, slides, and audio tape are available from Dr. Wilford Weber, Education Building 450, University of Houston, Houston, Texas 77004 (\$52.00, payable to Dr. Weber)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Definitions, Field Experience Programs, Objectives, \*Performance Based Teacher Education, Performance Criteria, Program Descriptions, Scripts

This is a script that was designed for a set of mediated materials intended to introduce the concepts which are basic to competency-based teacher education (CBTE). The materials consist of 115 35mm slides, a 22-minute cassette audio tape, and this script. Each page contains two columns: one for visual descriptions, the other for audio. The audio description defines knowledge, product, and performance criteria; compares competency-based programs to traditional programs; defines instructional and expressive objectives; and describes the use of instructional modules. Finally, the audio stresses the advantages of the field-based component of CBTE as opposed to traditional programs. (JA)

ED 098 146 SP 008 501

Gutin, Bernard

Exercise Programming for Cardiacs—A New Direction for Physical Therapists.

Pub Date Dec 74

Note—19p.; A taped lecture broadcast on WAMC, FM radio station of Albany Medical College (Albany, New York, December 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Adults, \*Cardiac (Person), \*Exercise (Physiology), Guidelines, Heart Rate, \*Physical Fitness

This speech begins with the presentation of a conceptual scheme of the physical working capacity of a person starting a training program. The scheme shows that after exercise, when recovery begins and sufficient time elapses, the individual recovers and adapts to a level of physical working capacity which is higher than his starting level. From this scheme it is shown that a light workout produces faster recovery but a lesser degree of adaptation to a higher level; a strenuous workout that allows insufficient time for recovery before exercising again might impair the individual's physical working capacity. For an exercise session for cardiopulmonary conditioning for deconditioned or pathological adults, the following is recommended: a warmup, a stimulus period, and a cool-down composed for the most part of aerobic exercises (exercises which utilize energy which is liberated mainly through aerobic rather than anaerobic pathways). It is stated that during the stimulus period the individual should moderate his heart rate so that his heart stays within the "target zone"; the use of the heart rate in this manner provides a built-in barometer of relative exercise stress that is independent of the person's fitness level and requires the individual to perform a higher intensity of work to achieve his heart rate as his fitness improves. Charts and diagrams are referred to in the text and appear as appendices. (JA)

ED 098 147 SP 008 502

Copley, Patrick O.

A Study of the Affect of Professional Education Courses in Beginning Teachers.

Note—3p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Beginning Teachers, \*Education Courses, \*Education Majors, \*Liberal Arts Majors, Principals, Professional Training, \*Teacher Rating

This study was conducted to evaluate professional education courses. Three groups of beginning teachers were established. Group one

consisted of 22 liberal arts program graduates with no professional education courses. Group two consisted of 38 liberal arts bachelor degree recipients with education courses but without student teaching, and group three consisted of 40 graduates of a bachelor of science in education program. The sample was stratified to include an equal number of different majors in each group. Principals of the beginning teachers were asked to rate them according to a 20-item beginning teacher rating scale. The author concludes that there is a significant difference in principals' ratings of beginning teachers in terms of professional education preparation, but there is no significant difference in terms of other types of academic preparation, in terms of personality characteristics, or in terms of physical or emotional health. (PD)

ED 098 148 SP 008 505

Buckner, Rose Wynn, Mary Jo

Effects of Posthypnotic Suggestions on the Overhand Volleyball Serve.

Pub Date 74

Note—8p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Students, \*Games, \*Hypnosis, Physical Activities, Physical Education, \*Student Attitudes, \*Task Performance Identifiers—\*Volleyball

This study determines effects of posthypnotic suggestions in dealing with attitudinal impediments of students performing the overhand volleyball serve. Subjects were 54 male and female college students enrolled in beginning volleyball. Subjects were assigned either to a control or to an experimental group. After four class sessions, a 10-trial pretest on the overhand volleyball serve was administered to both groups. Points were awarded according to distance from the net, with a back court serve receiving the highest point value. The test was repeated after nine additional class periods. Prior to this repeated test, the experimental group had been hypnotized three times. During the repeated test session, these subjects were hypnotized for the fourth time. In this state the subjects were given the suggestion that their performance ability would be increased and that they would perform with confidence and ease when they served the volleyball. The subjects were then aroused and instructed to serve 10 volleyballs. The control subjects were also instructed to serve 10 volleyballs. After nine ensuing class sessions, a posttest was performed by both groups. Results indicate that hypnotic suggestions enabled these students to overcome their mental impediments in learning the overhand volleyball serve and that it is possible for verbalizations of the hypnotic type to accelerate skill development under such conditions as described in this study. (A 15-item bibliography is included.) (Author)

ED 098 149 SP 008 506

Marino, G. Wayne

A Comparative Analysis of Selected Mechanical Aspects of the Ice Skating Stride.

Pub Date 74

Note—6p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Ability, \*Athletes, \*Athletics, \*Motion, \*Performance Factors, Physical Activities Identifiers—\*Ice Skating

This study quantitatively analyzes selected aspects of the skating strides of above-average and below-average ability skaters. Subproblems were to determine how stride length and stride rate are affected by changes in skating velocity, to ascertain whether the basic assumption that stride length accurately approximates horizontal movement of the center of gravity during each stride is valid, and to identify some of the fundamental differences in skating stride between above- and below-average performers. Groups of five skaters performing at three different velocities were filmed. Each subject performed three trials at each of a maximum and two submaximal speeds. Graphic and statistical analyses were used

to determine performance trends and the statistical significance of differences in performance parameters. Analysis of the data revealed that stride rate increased as a function of horizontal velocity for both levels of performers. No apparent trends were found for stride length in relation to velocity. Above-average skaters exhibited higher stride rates, longer stride lengths, and longer glide phases than did skaters of below-average ability. Also, above-average performers displayed less flexion of the lower leg, and, consequently, vertical displacement of the foot was less during the recovery phase of the ice skating stride. (Author)

ED 098 150 SP 008 507

Blyth, Carl S. Mueller, Frederick O.

An Epidemiologic Study of High School Football Injuries in North Carolina—1968-1972. Final Report.

North Carolina Univ., Chapel Hill. Dept. of Physical Education.

Spons Agency—Consumer Product Safety Commission, Washington, D.C.

Pub Date [72]

Note—267p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—\*Athletes, \*Athletic Coaches, \*Athletic Equipment, \*Athletics, High School Students, \*Injuries, Investigations Identifiers—\*Football, North Carolina

This report describes a study to demonstrate the effectiveness of applying epidemiologic methods in determining the extent of the problem of high school football injuries in North Carolina and to interrelate certain variables associated with the problem of risk in athletics. It provides a descriptive baseline of data on high school football injuries upon which to design and evaluate further analytic and experimental study. During the 1968 football season, a pilot study was performed a) to determine if the interview items were yielding the desired information, b) to provide a training opportunity for interviewers, and c) to establish a workable schedule for interview visits to participating schools. During the study years 1969-1972, data were obtained from 8,776 student athletes at 43 schools. Of this number 4,287 were injured. Raw data were classified, coded, and placed in computer-acceptable form for analysis. Principal findings are summarized that relate to distribution of injuries; environmental variables; host variables; activity at time of injury; the agent of the injury; coaches' background and experience; and data related to type, condition, and fit of protective equipment. Data upon which to implement countermeasures to protect the student athlete from harm are included. Also, a 279-item bibliography is included, and interview forms, equipment data forms, coding and classification specification, and helmet fit criteria are appended. (PD)

ED 098 151 SP 008 508

Grabaker, Mark Randolph Stull, G. Alan

Thermal Applications as a Determiner of Joint Flexibility.

Pub Date [74]

Note—22p.; Paper presented at the Convention Research Section of the Kentucky State American Alliance of Health, Physical Education, and Recreation (1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Experiments, \*Human Body, \*Motor Reactions, \*Temperature

This study investigates the relative effects of thermal applications of varying temperatures on the flexibility of specified joints. Subjects were 14 male college students ranging in age from 17 to 22 years with no previous joint injury or orthopedic disability. Each subject became familiar with the experimental design and was asked not to engage in any strenuous physical activity during the experiment. During the 8-week testing period, each subject reported at a prescribed time and was seated on a table for testing with the body and joints in a standardized position to evaluate the amount of joint motion. The test administrator measured ankle flexion and wrist flexibility and manipulated all movements while the subject remained as passive as possible. Experimental conditions consisted of cold and hot water treatments. To determine the effects of the varying temperatures, an analysis of variance was conducted on the change scores

(post-immersion score minus pre-immersion score) using a 2x3 (temperature x time of immersion) factorial arrangement of treatment with repeated measures across both factors. Results indicate that cold water applications failed to affect range of joint motion at either the wrist or the ankle and that the range of motion at the wrist can be enhanced by immersion of the joint in hot water. (An 18-item bibliography is included.) (PD)

ED 098 152 SP 008 509

Yiannakis, Andrew  
**Psychosocial Profiles of Delinquent and Non-delinquent Participants in a Sports Program.**  
Pub Date 74

Note—9p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Athletic Programs, \*Athletics, \*Delinquents, Dropout Attitudes, Dropout Characteristics, Dropout Rate, \*Dropouts, \*Federal Programs, Mexican Americans, Negroes

This study attempted to find reasons for the large proportion of dropouts in the federal government's National Summer Youth Sports Program. Selected scales of the Jeness Inventory were administered (value orientation, alienation, denial, and occupational aspiration) at the beginning of the program to 66 11-year-old boys enrolled in a 1971 program at a large southwestern university. Measures of occupational aspiration were taken by categorizing responses to open-ended questions, in accordance with Hollingshead's Two-Factor-Index of Social Position scale. A large proportion of this sample were either Mexican-American in origin or black. The students constituted the entire population of 11-year-olds in the program (males). The data were analyzed using an IBM 36-65 computer. Step-wise multiple discriminant analysis was performed to test the hypothesis that boys who fail to complete the program have a more delinquent psychosocial profile than boys who complete the program. Group 1, those who completed the program, was composed of 27 boys; Group 2, those who failed to complete the program, was composed of 39 boys. Analysis of data supported the hypothesis. The conclusion that the problem lies in the psychological characteristics of the participants is not entirely satisfactory. The use of team sports in the program might result in alienation of the participants on a smaller scale similar to the alienation they experience in the larger social-cultural system. (JA)

ED 098 153 SP 008 510

Vytvytsky, Maria And Others  
**Physiological Parameters Related to Running Performance in College Runners.**  
Pub Date 74

Note—7p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Students, \*Heart Rate, \*Males, \*Physiology, \*Running  
Submaximal and maximal physiological parameters were measured on a progressive treadmill test in 11 Columbia University trackmen trained for various events. All runners were also tested in the 220, 440, 880, one-mile, and two-mile running events. Oxygen uptake was significantly related only to time in the one-mile run. Heart rates (HRs) at each submaximal load on the treadmill were significantly related to time in the one-mile run. For the two-mile run, HR at every submaximal load but one were significantly related to time. In these events, the runners with the lower treadmill submaximal HRs tended to do better. Conversely, in the 220-yard run higher submaximal HR seemed to be associated with lower times. However, the correlation coefficients were generally not quite significant. These data suggest that distance runners are characterized by high parasympathetic tone while sprinters are characterized by greater sympathetic tone. Furthermore, for this sample of subjects submaximal HR was better than maximal oxygen uptake as a predictor of distance running performance. (Author/PD)

ED 098 154 SP 008 511

Peterson, Karen L. And Others  
**Factor Analyses of Motor Performance for Kindergarten, First and Second Grade Children: A Tentative Solution.**  
Pub Date 31 Mar 74

Note—14p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 31, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Eye Hand Coordination, Females, \*Grade 1, \*Grade 2, \*Kindergarten, Males, \*Physical Characteristics, \*Psychomotor Skills Identifiers—\*Varimax Criterion

This study determines the factor structure of motor performance in children attending kindergarten and first and second grades. Forty-three tests of physical size and fine and gross motor skills were administered to a stratified random sample of children who attended the public schools of Battle Creek, Michigan in 1969. The sample involved 100 boys and girls, respectively, at each of the three grades (total N=600). Intercorrelations of the test items were determined by grade and sex, and the intercorrelation matrices were subjected to factor analysis. The principal components solutions were extracted and rotated according to the Varimax Criterion proposed by Kaiser. Differences in the factor structures were noted between sexes and grade levels. In general, the factors that accounted for most of the total variance across the three grades were body structure (height and breadth), body size (girths and skinfolds), gross hand-eye coordination, fine hand-eye coordination, static balance, dynamic balance, grip strength, coordination of gross movements, and ocular coordination. A 19-item bibliography is included, and statistics regarding body size, body structure, hand-eye coordination, gross motor coordination, dynamic balance, static balance, ocular coordination, grip strength, rating of aggression, and social development are appended. (Author)

ED 098 155 95 SP 008 512

Flanders, Ned A. And Others  
**Interaction Analysis: A Minicourse from the Far West Laboratory.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—372p.; Includes Coordinator's Manual, Workbook, Orientation Handout for use with Orientation Audiotape, Handbook and 2 orientation tapes

Available from—Paul S. Amidon & Associates, Inc., 4329 Nicollet Avenue South, Minneapolis, Minnesota 55409 (\$605.00); ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. (for viewing only)

Document Not Available from EDRS.

Descriptors—\*Affective Behavior, Evaluation, \*Inservice Teacher Education, \*Instructional Materials, \*Interaction Process Analysis, Microteaching, \*Teaching Skills Identifiers—\*Minicourses

This package of minicourse materials on interaction analysis consists of a handbook, workbook, coordinator's manual, and audio tapes on which classroom episodes have been recorded. The minicourse lasts six weeks, during which time participants are given a brief orientation and spend the first three weeks on five lessons that involve reading sections of the handbook, listening to playbacks, and working on exercises. During the last three weeks, participants microteach and evaluate microteaching sessions. Course objectives include (a) learning Flanders Interaction Analysis categories for coding classroom interaction; (b) learning to use certain categories of behavior in praising, criticizing, and directing; (c) learning to use certain categories of behavior in accepting and using student ideas and feelings; (d) learning to analyze and use two contrasting teaching styles—teacher initiation with student response and student initiation with teacher response; and (e) applying skills acquired by planning, carrying out, and analyzing a microteaching session. (PD)

ED 098 156 SP 008 513

Allen, Jack And Others  
**Design for the Future. A Report from the Select Committee on Peabody's Second Century to President John Danworth and the Board of Trustees.**

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date 29 Aug 74

Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Administration, \*Change Strategies, Educational Facilities, Educational Policy, \*Organizational Change, \*Organizational Effectiveness, Policy Formation, Program Effectiveness, Program Evaluation, Teacher Certification, Teacher Education, \*Teachers Colleges

The preface states that this report was developed from interviews of college administrators, staff, and students; from department self-studies; and from open hearings. The intent of the report is to present the framework for a changed administrative structure, a new academic design, and a system for policy determination. The document is divided into the following sections: (a) introduction; (b) organization and administrative structure; (c) academic affairs (divided into two subsections, academic programs and research, educational services and related programs); (d) student affairs; (e) administrative affairs; (f) development and college relations; (g) policy development; (h) personnel policies; (i) physical facilities; (j) summary. In addition to specific recommendations, the summary states that the committee's overall recommendation is that George Peabody College for Teachers become an institution totally devoted to the teaching and learning processes, to learners and teachers, and to those who plan and manage educational systems anywhere in the world; to accomplish this goal, irrelevant existing training programs will be eliminated and new training programs leading to professional certification will be developed. Appendixes include proposals for changes. (JA)

ED 098 157 SP 008 514

Newell, John M. Ingram, Hugh B.  
**The Florida Professional Practices Council. Research Bulletin.**

Florida Educational Research and Development Council, Gainesville.

Pub Date Aug 74

Note—47p.

Available from—W. F. Breivogel, Executive Secretary, Florida Educational Research and Development Council, 126 Building E, University of Florida, Gainesville, Florida 32611 (single copy, \$1.00, 5 or more, 10% discount)

Journal Cit—Research Bulletin; v9 n1 Spr-Sum 1974

EDRS Price MF-\$0.75 HC-\$1.25 PLUS POSTAGE

Descriptors—\*Behavior Standards, \*Committees, Effective Teaching, \*Ethics, Investigations, \*Professional Personnel, \*Teachers, Teaching Skills

Identifiers—\*Florida Professional Practices Council

This bulletin discusses the development, functions, and procedures of the Florida Professional Practices Council. Chapter one provides a history of the Council and discusses its membership, role, and function. Chapter two describes the operations of the Council including its duties and responsibilities and illustrates the kinds of services it performs, including probable cause determination, adversary hearings, field assistance, and quasi-judicial hearings. Chapter three lists standards of competent professional performance and major features, background, and development of these standards. Chapter four presents specific steps and procedures for the development of a case that assures the teacher of due process and a fair hearing. Chapter five considers future directions of the Council. A 10-item bibliography is included. (PD)

ED 098 158 SP 008 515

Plumb, Valworth R. Ojala, Leonard N.  
**A Description of a Flexible, Individualized Pre-Service, In-Service Teacher Education Program.**  
Minnesota Univ., Duluth. Dept. of Secondary Education.

Pub Date 74

Note—79p.



**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Individualized Programs, \*Inservice Programs, \*Performance Based Teacher Education, \*Preservice Education, Secondary Schools, Summer Programs, \*Teaching Methods

This document describes a three-part, flexible, individualized teacher education program which spans the preservice/inservice continuum. The first part, Secondary Teacher Education Program (STEP), is a five-phase program which features early and continuous contact with secondary school classrooms and students, individual learning packages called SEEDPACS, continuous assessment and monitoring, and a variety of teaching/learning methods including small-group activities, seminars, simulations, microteaching, and independent study. The second part of the program is a new Master of Education degree program that deals specifically with the continuing education needs of practicing teachers and the inservice needs of school districts. Credit is earned by performance, and no core of courses is required of all students. The third part is a new approach to summer school for teachers called Academic Fair. All courses offered by the Department of Secondary Education, University of Minnesota are available under 10 program categories. The course scheduling includes independent study, small groups, and other variations dictated by the needs of the students. More specific information regarding STEP and a program satisfaction questionnaire are appended. (PD)

**ED 098 159** 95 **SP 008 516**

Yarger, Sam J. *And Others*

**A Descriptive Study of the Teacher Center Movement in American Education.**

Syracuse Univ., N.Y. School of Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 74

Contract—OEC-0-71-3353(715)

Note—173p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Demography, Educational Finance, Governance, \*Inservice Programs, \*Inservice Teacher Education, \*Professional Training, Program Administration, Research Methodology, \*School Personnel, \*Teacher Centers

This six-chapter study provides a summary of active programs that aim towards professional development of educational personnel, and it generates attributes of programs of professional development that would distinguish teacher centers from other types of programs. Chapter one provides information regarding the historical background of teacher centers, in-service programs in other countries, and origins of the teacher center concept. Chapter two presents the following information: a) the conceptual base on which the three populations were developed and the sampling procedures used in each case, b) the processes used for the development of the instrument, c) data collection procedures, and d) plans for the analysis of the data. Chapters three through six discuss demography, nature of programs, administration and governance, and finance. Chapter seven highlights the important findings to provide helpful information for future program development. The authors conclude that children should continue to be the primary focus of teacher centers and that the centers should be evaluated by measuring their impact on the lives of children. A 19-item bibliography is included, and complete data returns are appended. (PD)

**ED 098 160** **SP 008 517**

Copley, Patrick O.

**Screening for Teacher Education and Certification: A Brief.**

Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Court Litigation, Federal Legislation, \*Moral Development, \*Moral Issues, State Legislation, \*Teacher Behavior, \*Teacher Certification, Teacher Evaluation

This paper discusses court cases that are a legal basis for screening programs for teacher education. The Supreme Court case of *Adler v. Board of Education* established that the states do have

the power to set up requirements or rules concerning the quality of moral character in applicants for teaching certificates. *Vogulkin v. State Board of Education* defines the reason for denying a teaching license. Subjective evaluation elements in addition to academic scholarship may be required for teacher certificates as in the case of *People, et al v. Odel v. Glinaniam*. Other state cases are also briefly discussed that uphold the denial of certification on the basis of lack of good moral character. In conclusion, the requirement of subjective evaluation and screening of teacher education students and teacher certification has a legal status as well as a professional one. However, due process is a vital aspect in screening candidates. (PD)

**ED 098 161** **SP 008 518**

Rosentswieg, Joel Burrhus, Paulette

**An Investigation of the Intensity of Work Required to Elicit a Training Effect in Women.** Texas Woman's Univ., Denton.

Pub Date 74

Note—10p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Analysis of Variance, \*Cardiovascular System, \*Exercise (Physiology), \*Females, Training

Identifiers—\*Work Intensities

Thirty volunteer college women are randomly assigned to different work intensities to determine the threshold of cardiovascular training for young, untrained women. A Quinton 607 Heartrate Controller maintained the specified work intensity on a treadmill. Training consisted of 15 minutes of work, three times per week for one month. Workload was held constant for subgroups. Cardiovascular training effects were determined by the Balke protocol prior to, midday, and after the training period. Analysis of variance (ANOVA) was the statistical technique employed for repeated measures. Results indicate that there were no significant differences in the variables measured for each of the groups. Programs of walking three times per week do not appear to be sufficiently stressful to induce changes in selected cardiovascular parameters for young women during a one-month period. (A 13-item bibliography is included.) (PD)

**ED 098 162** **SP 008 519**

Kozar, Bill

**The Effects on Motor Performance of Setting an Overt Level of Aspiration by Mentally Retarded Students.**

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Aspiration, \*Athletics, \*Institutionalized (Persons), \*Mentally Handicapped, Mental Retardation, \*Task Performance

Identifiers—\*Standing Long Jump

This study investigates the effects of setting an overt level of aspiration on the standing long jump performance of mildly and moderately retarded institutionalized children. Thirty-three mildly retarded and seven moderately retarded students were randomly assigned to either an overt level of aspiration (OLA) group or a control group. Each subject was asked to do his best on every trial. After each trial, OLA subjects were shown how far they had jumped and then asked to point to a line on the mat where they expected to be able to jump on the next trial. The control group subjects were asked to do their best and were shown how far they had jumped in the preceding trial. The evidence that no significant differences in long jump performances were found within or between groups indicates that overt level aspiration does not appear to act as an effective motivating technique in increasing the performance of mentally retarded children, and, therefore, these subjects were not able to make a meaningful connection between an overtly committed goal and succeeding performance scores. (PD)

**ED 098 163** **SP 008 520**

Kozar, Bill

**The Effects of a Supportive and Nonsupportive Audience upon Learning a Gross Motor Skill.**

Pub Date [73]

Note—13p.; Reprint from the *International Journal of Sport Psychology*; v4 n1 1974 p27-38

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Anxiety, \*Audiences, Males, \*Motor Development, Perception, \*Performance Tests

Identifiers—\*Manifest Anxiety Scale, MAS

This study tests the social facilitation hypothesis that the mere presence of others is a sufficient condition for the production of audience effects upon learning by controlling the manner in which the subject perceives the audience. Seventy-five high-anxious and 75 low-anxious subjects were divided into three groups of 25 and tested under alone, supportive audience, and nonsupportive audience conditions. Results showed that four of six groups improved significantly in balancing ability over 12 trials. There was no significant difference shown for conditions of learning nor for interaction between anxiety level and learning conditions. It was hypothesized that perhaps the Taylor Manifest Anxiety Scale is inappropriate for motor learning studies and that a learned drive approach should be considered in future studies. (A 15-item bibliography is included.) (Author)

**ED 098 164** **SP 008 521**

Oberueffer, Delbert, Ed.

**Mental Health in the Classroom. Revised Edition.** American School Health Association, Kent, Ohio. Pub Date May 68

Note—44p.; Original report was presented at the Annual Meeting of the American School Health Association (Miami, Florida, May 1968)

Available from—American School Health Association, 515 E. Main Street, Kent, Ohio 44240 (\$2.25)

Journal Cit—*Journal of School Health*; v38 n5a May 1968 p1-44

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Audiovisual Aids, \*Health Education, \*Learning Activities, \*Mental Health, Mental Health Programs

This booklet offers suggestions concerning mental health to school personnel. It is recommended that mental health education be considered an integral part of total health education and that community resources and agencies should be utilized to gain further information. There are six sections: a) Kindergarten and Grade Two; b) Grades Three and Four; c) Grades Five and Six; d) Grades Seven, Eight, and Nine; e) Grades Ten, Eleven and Twelve; and f) Grades Thirteen and Fourteen, Junior College. Each section has a brief introduction and tables setting out concepts, learning experiences, and materials. A bibliography and a list of audiovisual aids are included. (PD)

**ED 098 165** **SP 008 522**

Lundgren, Herberta

**Motives of College Women for Participating in Physical Activities.**

Spons Agency—Pennsylvania State Univ., University Park. Coll. of Health and Physical Education.

Pub Date 29 Mar 74

Note—16p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Athletics, \*College Students, \*Females, \*Motivation, \*Physical Activities, Physical Education

One hundred and fifty-one college women, 88 non-physical education majors, and 63 physical education majors were given a 75-item Q-sort of statements on motives for participation in physical activity and a background questionnaire that elicited demographic data and information on sports activity experience. The Q-sort data for each major group were treated by means of an inverse factor analysis to establish factor types representing groups of people with similar motives for participation. Findings indicate that differences can be discerned among women regarding motives for playing. Five significant activity types were established for the nonmajors, including (a) the appearance conscious, (b) the skill developers, (c) the fitness fanatics, (d) the healthy low-livers, and (e) the groupies. Four significant activity types were established for the physical education majors, including (a) the straight arrows, (b) the show-offs; (c) the groupies, and (d)

the givers. On the basis of this study the author draws the following conclusions: (a) physical education majors are distinguishable from the non-majors in terms of their experience in intramural and varsity sports on both the high school and college level and by their participation in sports in leisure time and (b) college and junior high school girls are alike in participation in physical activities for the group association it provides. (A 23-item bibliography is included.) (Author/PD)

**ED 098 166** SP 008 523

Montgomery, D. L. Ismail, A. H.  
**The Effect of a Three-Month Physical Fitness Program on Serum Free Cholesterol.**  
Pub Date 1 Apr 74

Note—25p.; Paper presented at the National Convention of Health, Physical Education and Recreation (Anaheim, California, April 1, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Adults, Analysis of Variance, Athletic Programs, Calisthenics, \*Exercise (Physiology), \*Males, \*Metabolism, \*Physical Fitness

Identifiers—\*Cholesterol

This study investigates the effect of a three-month physical fitness program on serum-free cholesterol concentration in four age and fitness adult groups. Twenty-four men were divided into the following groups: (a) young, low-fit; (b) old, low-fit; (c) young, high-fit; and (d) old, high-fit. All subjects had normal resting glucose and triglyceride levels and participated in a physical fitness program consisting of calisthenics, jogging, and recreational activities. Subjects were tested on a treadmill at the beginning and at the end of the three-month program, and venous blood samples were drawn at four stages of metabolic stress: rest, submaximal, maximal, and recovery. The analysis of variance technique was used to determine significant differences between pre- and post-tests, fitness levels, age groups, different metabolic stress levels, and the significant interactions of various factors. Data suggest the following conclusions: (a) there is no significant change in serum-free cholesterol level due to a three-month physical fitness program; (b) the high-fit group had a significantly lower free cholesterol level than the low-fit group did; (c) there was no significant difference between fitness groups for the percent-free cholesterol; (d) there were no significant differences between age groups for the free cholesterol or percent-free cholesterol; and (e) acute physical exercise increases the absolute and percent-free cholesterol from the resting state through the maximum exercise state. (PD)

**ED 098 167** SP 008 524

Knotts, Glenn R., Ed.  
**Guidelines for the School Nurse in the School Health Program.**

American School Health Association, Kent, Ohio.  
Pub Date 74  
Note—38p.

Available from—American School Health Association, P.O. Box 708, Kent, Ohio 44240 (\$1.50 ASHA members, \$2.00 Nonmembers)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adult Education, \*Evaluation Criteria, Inservice Education, \*Objectives, \*Role Models, \*School Health Services, \*School Nurses, Staff Utilization, Supervision

This nine-part booklet presents guidelines that suggest broad areas of responsibility within which the school nurse practitioner may identify functions and practices that are appropriate in achieving the objectives established by the school district. Part one states the beliefs regarding school health programs. Part two discusses program objectives and the factors influencing them. Part three presents personnel policies for nurses employed by boards of education. Part four presents seven guidelines regarding factors influencing staffing patterns. Part five discusses educational preparation for school nursing including graduate preparation and continuing education. Part six discusses the roles of the school nurse as health manager, deliverer of health services, advocate, health counselor, educator for health, and program evaluator. Part seven discusses evaluative criteria for school nursing and outlines management and/or behavioral objectives, activities, and assessment tasks established by the state and

local health and education department for each of the roles of school nurse. Part eight provides guidelines for supervision in school nursing, and part nine outlines trends in school nursing. Guidelines for employment and preparation of school health assistants are appended, and a bibliography is included. (PD)

**ED 098 168** SP 008 525

Stuhmer, Bea, Ed.

**A Directory of National Organizations Concerned with School Health, 1974-1975.**

American School Health Association, Kent, Ohio.  
Pub Date Jun 74

Note—167p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS**

#### POSTAGE

Descriptors—\*Directories, \*Health, Health Education, \*Organizations (Groups), Public Health, \*Students

This directory lists pertinent information regarding national organizations concerned with school health. The chief administrative officer is listed for each organization with official title and highest academic degree. Other information includes the mailing address, telephone number, and approximate number of members. A list of the major 1974-1975 meetings are included with the location and date of the meeting. Also included are a list of official publications; names of committees, councils, sections, and/or divisions with school health interests and/or responsibilities; and a brief description of the organizations' purposes and objectives. (PD)

**ED 098 169** SP 008 526

Olmo, Barbara G.

**Interaction Analysis and Increased Student Involvement.**

Pub Date 74

Note—9p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Cooperative Planning, \*Experimental Teaching, \*Interaction Process Analysis, Microteaching, Student Improvement, \*Teacher Interns, Teaching Methods, \*Team Teaching

This study provides interaction analyses collected by 16 interns, who in groups of four, team-planned and individually taught four public school classes. Together with interaction analyses of a study from the previous semester involving similar micro-unit instruction at the campus laboratory school, these data provide interesting comparisons. Regardless of grade, age, and ability levels, students in both groups achieved levels of involvement and thinking higher than those cited in previous research with experienced teachers. The author concludes that this program of integrating theory and practice has had positive effects on the students, interns, cooperating teachers who have an in-service program in current methods and materials of teaching, and the subsequent student teaching experience. A 9-item bibliography is included. (Author/PD)

**ED 098 170** SP 008 527

Harris, William And Others

**Video-Taping for Student Teachers?**

Bowling Green State Univ., Ohio. Office of Student Teaching.

Pub Date [73]

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Student Evaluation, \*Student Participation, \*Student Teachers, \*Student Teaching, \*Video Tape Recordings

This study investigates the effect of videotaping on the ability of student teachers to involve their pupils in lessons. Forty-nine students were randomly divided into three subgroups over a period of two quarters. The first subgroup was exposed to concentrated videotaping for two 30-minute sessions per week for 10 weeks. The second subgroup was exposed to videotaping for two 30-minute sessions per week for five weeks. The third subgroup was not exposed to videotaping. Two campus supervisors simultaneously observed and evaluated each of the 49 students three times. These evaluations were subjected to statistical analysis leading to the following conclusions: (a) there was no significant difference between pupil involvement levels for any of the subgroups; (b) pupil involvement levels did not differ significantly during any of the six observa-

tional periods; (c) the total group exposed to videotaping for 10 weeks did not differ significantly between and among the observational periods, but individuals did differ significantly as the quarter progressed; (d) the total group exposed to videotaping for five weeks did not differ significantly between and among the three observational periods, but the individuals did differ significantly as the quarter progressed; and (e) the total group exposed to no videotaping did not differ significantly between and among the three observational periods, nor did the individuals differ significantly as the quarter progressed. (A 7-item bibliography is included.) (PD)

**ED 098 171** SP 008 528

Clark, Alice T.

**The Effect of a Public School Field Experience upon Student Achievement, Educational Philosophy, and Attitudes in an Introductory Educational Psychology Course.**

Pub Date 7 Jan 74

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Academic Achievement, Educational Philosophy, Educational Psychology, \*Field Experience Programs, \*Preservice Education, \*Student Attitudes, Student Teachers

The stated purpose of this study was to measure the effects of a public school field experience upon the achievement, educational philosophy, and attitudes of teacher trainees enrolled in an introductory educational psychology course. The study centers on a new approach used in organizing and teaching introductory educational psychology which required the student's participation in a directed field experience that was to be coordinated with the campus class. For purposes of comparative research the students enrolling in the course were randomly assigned to (a) a lecture-recitation section or to (b) a lecture-recitation-field experience-team taught section. This paper describes the measuring instruments used in the study and the course itself. Results of the data from each group by itself and in comparison with each other indicated that adding a field experience in the public schools to a university class did not appreciably affect achievement but did, at times, affect student attitudes and philosophical values. Tables are included at the end of the paper. (JA)

**ED 098 172** SP 008 529

Bunker, R. Mason

**Teacher Education for the Integrated Day.**

Massachusetts Univ., Amherst. School of Education.

Pub Date 74

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Field Experience Programs, \*Integrated Curriculum, \*Learning Activities, \*Open Education, \*Performance Based Teacher Education, Preservice Education, \*Teacher Education, Teacher Programs, Teacher Workshops

The Integrated Day Teacher Education Program is an attempt to create a model for teacher preparation which will make schools healthy places for teachers and children. It is sensitive to the criticisms leveled at teacher education by observers such as Silberman and attempts to lead teachers to share in decision making, participate actively in learning, and become independent learners in their own right. During the workshop semester, up to 50 undergraduates join 15 or so graduate students in a series of learning experiences which have replaced the conventional methods and curriculum courses. These preservice teachers earn 18 hours of credit for participating in activity-oriented workshops in Multi-Arts, Math and Science, Language Arts and Reading, Curriculum Building, Social Studies, and Human Relations. Workshops are offered during two-and-a-half-hour blocks of time weekly. While learning activities vary widely (from lectures, to slide shows, to task groups, to finance committee meetings), all are competency based. The preservice teachers demonstrate their beginning competence during learning fairs, through projects, in peer teaching situations, and during their weekly field day experiences. Learning experiences are often integrated, and competencies overlap subject areas so that the preservice teacher can work toward several competencies concurrently. (JA)

ED 098 173 SP 008 530

Earp, N. Wesley Tanner, Fred W.

A Follow-Up Study of the Classroom Performance and Personal-Professional Attitude Development of NTSU Elementary Graduates in Their First Year of Teaching. Research on Elementary Teacher Preparation Monograph No. 1.

North Texas State Univ., Denton.

Pub Date 74

Note—49p.

Available from—N. Wesley Earp, Department of Education, North Texas State University, Denton, Texas 76203 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Elementary Education, Field Experience Programs, \*Performance, Student Teaching, \*Teacher Attitudes, \*Teacher Centers, \*Teachers

This followup study investigates the effects of a teacher center program on North Texas State University elementary education graduates after one year of teaching. Subjects were 55 teachers in inner-city schools and middle-class schools. Three instruments, the Directed Imagination Test, One Word Sentence Completion Test, and the Self Report Inventory were chosen to measure subjects in the affective area. The specific variables measured were (a) general self-perception, (b) optimism-hope, (c) attitude toward others, (d) attitudes toward children, (e) attitudes toward teaching, (f) general adjustment, and (g) confidence regarding classroom discipline. Clearly defined conclusions based on findings are difficult to specify. However, results suggest the following broad trends: (a) the field-trained teachers tended to fare better than the campus-trained teachers; (b) the type of school in which student teaching is done does not seem to be a determining factor in teaching success; (c) inner-city schools are more difficult teaching assignments; (d) the results of the data relating to the type of staff organization suggest that any strong conclusion would be unwarranted; (e) teaching assignments at the primary level result in first-year teachers with higher personal-professional attitudes and higher principals' ratings than those of first-year intermediate level teachers; and (f) first-year teaching does not result in positive attitudinal growth. Also, the author states that the findings of this study verify that good teachers can be produced in a variety of programs. (PD)

ED 098 174 SP 008 531

Earp, N. Wesley Tanner, Fred W.

Report on a Comparative Study of Two Years' Operation of the Dallas Teacher Center Professional Semester Program. Research on Elementary Teacher Preparation Monograph No. 2.

North Texas State Univ., Denton.

Pub Date Sep 74

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Attitudes, \*Comparative Statistics, \*Elementary Education, Measurement, Measurement Instruments, \*Student Teachers

Identifiers—Dallas Teacher Center Professional Semester, DTCPS

This report presents comparative data collected from 122 North Texas State University elementary education students enrolled in the Dallas Teacher Center Professional Semester (DTCPS) program during the 1972-73 and 1973-74 academic years. Three instruments—One Word Sentence Completion, Self Report Inventory, and Directed Imagination Test—were used to gather data on the following topics for factor analysis: (a) self-perception ability, (b) optimism-hope, (c) empathy-view of others, (d) general adjustment and mental health, (e) attitude toward teaching, (f) view of children, and (g) confidence regarding classroom discipline. Results indicate the following: (a) in all of the attitudinal dimensions sampled, the student teachers experienced positive growth during the DTCPS program; (b) inner-city and middle-class schools were suitable settings for this significant positive attitudinal growth to take place; and (c) the total impact of the DTCPS program would appear to have been the influence producing these results. Also, a high proportion of the participants who completed the DTCPS program saw themselves and others favorably, tended to be well-adjusted adults, had hope and optimism for the future, and were committed to the teaching profession. Raw scores averages for each instrument are included in the tables. (PD)

ED 098 175 95 SP 008 532

A Catalogue of Concepts in the Pedagogical Domain of Teacher Education.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; University of South Florida, Tampa. Leadership Training Inst. for Protocol Materials.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 1 May 74

Grant—OEG-0-71-1079(725)

Note—172p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—\*Definitions, \*Fundamental Concepts, \*Performance Based Education, Teacher Education, \*Teaching, \*Vocabulary

This catalog of concepts in the pedagogical domain of teacher education organizes the critical concepts and provides definitions, indicators, and illustrations of the concepts. Chapter 1 presents a rationale for the selection of concepts in teacher education and discusses pedagogical domain, interactive teaching, the format of concepts in this catalog, and aspirations for this catalog. In the eight remaining chapters cognitive content categories, control of content, groups, and individuals are discussed, and concepts are defined in terms of each topic. A six-item bibliography concludes chapter 1. (PD)

ED 098 176 95 SP 008 533

Turner, Richard L., Ed.

A General Catalog of Teaching Skills.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; University of South Florida, Tampa. Leadership Training Inst. for Protocol Materials.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Dec 73

Grant—OEG-0-71-1079(725)

Note—361p.

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—\*Fundamental Concepts, Instructional Materials, \*Material Development, \*Performance Based Education, \*Teaching Skills, \*Units of Study (Subject Fields)

This 10-chapter catalog of teaching skills, which is based on the concept that specific teaching skills vary with the age of the student, social behaviors, and skills or subject matter to be taught, contains sections of special skills, development of training materials, and generic skills. Chapter 1 states that each specialized chapter is structured according to the following: (a) the content field or level of student to which the chapter is devoted, (b) the teaching approaches in this field or at this level, (c) the functions of teachers within specific approaches, (d) teaching skills within teaching functions, and (e) the separation of the indicators for each skill according to context. Chapter 2 discusses systematic development and teaching skills and deals with selecting competencies in this document that justify an instructional development effort. Chapters 3-9 deal with special skills in early childhood programs, socialization and classroom management, elementary language arts, social studies, mathematics, secondary English, and science. Chapter 10 deals with teacher skill training and discusses elaboration of training skills by phases and functions. Tables of skills related to goals and objectives, learning environment, face-to-face instruction, and diagnosis and evaluation conclude this chapter. (PD)

ED 098 177 SP 008 534

Henderson, Judith E.

A Summary of Initial Efforts in Developing Competency-Based Teacher Training for Social-Emotional Growth.

Pub Date 72

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Behavior, \*Emotional Development, \*Humanistic Education, Human Relations, Performance Based Teacher Education, \*Social Development, \*Teaching Methods

This five-part document, based on the position that schools should teach social-emotional

development, presents a rationale concerning human needs for healthy social-emotional development, presents a rationale for teaching it, and outlines exploratory and respectful behaviors. Part 1 defines the position which stresses the need to increase awareness and respect of difference and willingness to assume responsibility for the constructive behavior of self and others. Part 2 discusses human needs for healthy social-emotional development, which include self/other exploration, self/other respect, and self/other responsibility. Part 3 discusses ways to teach social-emotional development by learning to (a) assess constructive/destructive social-emotional behavior, (b) set goals for increasing constructive social-emotional behavior, (c) plan and implement strategies for encouraging constructive social-emotional behavior, and (d) evaluate the results of instruction directed toward increasing constructive social-emotional behavior. Behavioral indicators are given for determining high and low exploratory behavior and high and low respectful behavior. (PD)

ED 098 178 SP 008 535

Oberteuffer, Delbert And Others

School Health Education. A Textbook for Teachers, Nurses, and Other Professional Personnel. Fifth Edition.

Pub Date 72

Note—434p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016 (No price quoted)

Document Not Available from EDRS.

Descriptors—Administration, Behavioral Objectives, College Students, Curriculum, Educational Programs, \*Health Education, Health Occupations, \*Health Personnel, \*Professional Training, Teaching Methods

In this book, health education is conceived not only as a broad curriculum embracing all the elements relating to the improvement of the quality of life but also as a series of health-related experiences under the direction of physicians, nurses, dentists, teachers, and other professional personnel. The book is intended for college and university students, including nurses, teachers, administrators, and others preparing in the health sciences, who will assume responsibility in educational programs. The book is divided into two parts. Part one, Foundations of Curriculum and Teaching, describes those problems or circumstances that make the study of health education an important part of a child's education. Special attention is given to conceptual teaching and a description of the development and use of behavioral objectives. Part one describes the processes of curriculum and teaching common to any discipline with careful attention to applications particular to health education. There are chapters on planning and organization for teaching, on teaching strategies stressing innovation and student involvement, and on methods and techniques of evaluation of instruction. Part two deals with foundations of administration and organization involving the promotion of health, disease controls, programs of appraisal, nutrition activities, specific problems of school-age development, and administration and community relationships. (Authors/JA)

ED 098 179 SP 008 536

Pollock, Marion B. Oberteuffer, Delbert

Health Science and the Young Child.

Pub Date 74

Note—372p.

Available from—Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Curriculum Planning, Educational Objectives, Effective Teaching, \*Elementary Grades, Evaluation, \*Health Education, Lesson Plans, \*Teaching Methods

This book provides material to design and carry out a health science program at the elementary level with outcomes which are clearly defined and measurably effective. Chapter one describes health problems that justify the school health program. In chapters two and three the processes of curriculum and the sources of data that are basic to curriculum planning and common to all disciplines are explored in detail. Chapter four focuses on defining clearly stated and measurable instructional objectives. In



chapter five integration, correlation, and direct teaching are described, and the strengths and weaknesses of each plan for organizing instruction are analyzed. In chapters six through eight exemplars and nonexemplars of operational objectives appropriate to the elementary child's needs and abilities are compared, and objectives designed for the cognitive, affective, expressive, and action domains are examined. Conceptual teaching as compared to conventional methodology, explanation and examples of value-clarifying strategies, and criterion-referenced testing and measurement are discussed. The notion and function of concept, conceptualization, conceptual approach to curriculum making, and conceptual teaching are differentiated. Categorical and controversial issues are considered in chapter nine. Chapter ten discusses developing teaching-learning plans, and chapter eleven discusses the total school health program including some historical highlights. (PD)

**ED 098 180** SP 008 537

*Willgoose, Carl E.*  
**Health Education in the Elementary School.**  
Fourth Edition.  
Pub Date Jan 74  
Note—416p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$10.75)

**Document Not Available from EDRS.**

Descriptors—Curriculum, Curriculum Development, \*Elementary Schools, \*Elementary School Teachers, \*Health Education, Health Programs, Health Services, Teaching Methods. This book on health education in the elementary school is designed for the teacher who is in a unique position to make a significant contribution to the health of school children. The early chapters deal briefly with the general topic of school health and the health status of the child; they are included so that the elementary school teacher can see the relationship they have to total school health and their connection with health instruction in and about the classroom. The major part of the book is specifically concerned with health instruction and the movement away from health teaching as a "do-gooder" activity to a carefully organized and programmed part of the total school curriculum. It is designed to furnish the elementary school teacher with a quantity of orderly and practical information to be of help in planning, carrying out, and evaluating health teaching. The concern is for inner-city children as well as those from rural and suburban areas. The direction throughout the text is toward a broad program of essential health topics. The chapters include (a) The Nature and Scope of Health Education, (b) The Elementary School Health Program, (c) Function and Scope of School Health Services, (d) Aspects of Healthful and Safe School Environment, (e) Normal Growth and Deviations from Normal, (f) The Health Instruction Program, (g) Planning the Health Curriculum, (h) Methods and Teaching Aids in Health Instruction, (i) Sources of Free and Inexpensive Teaching Aids, and (j) Evaluation of Health Education. (Authors/JA)

**ED 098 181** SP 008 538

*Willgoose, Carl E.*  
**Health Teaching in Secondary Schools.**  
Pub Date Jan 72  
Note—437p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$10.50)

**Document Not Available from EDRS.**

Descriptors—Alcohol Education, \*Curriculum, \*Curriculum Development, Drug Education, \*Health Education, Middle Schools, \*Program Evaluation, Safety Education, Secondary Schools, Sex Education, Smoking, \*Teaching Methods

This textbook, which focuses on teaching health at the middle and secondary school levels, is a source book for curriculum development designed to help teachers organize major health topics. Chapter one discusses new directions in health education, including ecology, population control, and the national economy. Chapter two discusses the secondary school health program. Chapter three focuses on the health needs of students. Chapter four is divided into two parts, curriculum development and organizing for health teaching. Chapter five presents curriculum sug-

gestions for major health careers. Chapter six discusses alcohol and drugs. Chapters seven through nine discuss smoking education, sex and family living education, and safety education, respectively. Chapter ten focuses on environmental health. Chapters eleven and twelve discuss methodology and teaching aids and their sources. Chapter thirteen discusses evaluating the health instruction program. A graduated list of concepts for the major health topics for junior and senior high schools is appended. (PD)

**ED 098 182** SP 008 539

*Lewis, James, Jr.*  
**Administering the Individualized Instruction Program.**

Pub Date 71  
Note—238p.

Available from—Parker Publishing Company, Inc., West Nyack, New York 10994 (No price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Administration, Behavioral Objectives, \*Individualized Instruction, \*Individualized Programs, Learning Activities, Learning Experience, \*Program Descriptions, \*Program Development, Tests, Writing

This book provides discussion and guidelines for administering an individualized instruction program; it is stated, however, that the book is not confined to individualized study units alone but brings in the creation of any educational instrument, a variety of which are illustrated in the appendixes. The following topics are considered in this book: organizing for the preparation of individual study units (which run from getting the initial approval of the board of education to getting the students involved); developing individual study units; constructing the organization and flow chart booklet; developing statement of purpose; identifying behavioral objectives; testing for individualization of instruction; writing learning experiences; forming learning activity options; developing attitudinal objectives; evaluating the individualized instruction program; and containing administration of the individualized instruction program. The appendixes are composed of sample educational instruments and sample individualized study units. (JA)

**ED 098 183** SP 008 540

*Ducharme, Edward R. Goddu, Roland J. B.*  
**NEPTE [New England Program in Teacher Education] Field Agents: Studies in a Crucial Role.**

Pub Date 74  
Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Improvement, \*State Officials, \*State Programs, \*Teacher Education Identifiers—\*New England

This document is a description of the New England Program in Teacher Education (NEPTE), which is a six-state regional program intended to improve the quality of teacher education in New England. The main focus of the NEPTE staff is its state field agents. Activities of the field agents include the following: workshops; evaluation of proposals; the monitoring and evaluating of projects; presentations of data to concerned groups; conferences with state department of education officers and representatives of all teacher education institutions in the state; and meetings with NEPTE project directors, deans of education at major institutions, and school superintendents. Topics at various meetings at which the field agents have participated have included proposed changes in preservice programs, personnel selection for site roles, and proposals for secondary school teacher training. The field agent is regarded as one having expert knowledge about a practice or being an expert practitioner himself. (JA)

**ED 098 184** SP 008 541

*Sillers, Bruce D. Kniep, Willard M.*  
**A Program To Improve Student Teacher-Supervisor Communications.**

Pub Date Dec 73

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Cooperating Teachers, Intercommunication, Performance Criteria, \*Student Teacher Relationship, \*Student Teachers, Supervisors

This is an account of the development and evaluation of a strategy to train student teachers to create communications patterns with university supervisors and supervising teachers which would help them reach their objectives. The instructional plan provided a focus on interpersonal communications skills during five weekly, one-hour seminars, which were part of the pre-fall elementary education student teaching experience at the University of Minnesota, College of Education. The guiding principle was that the instructional intervention should be derived from a statement of desired skills. Five areas were selected for this training program: (a) establishing relationships; (b) listening, i.e., attending, assessing, and clarifying; (c) interpreting and valuing in listening; (d) soliciting feedback; and (e) giving feedback. Specific behaviors and affective responses which would constitute acceptable evidences of skill performance were identified. The statements of evidence reflected the project goal of developing student teachers' skills in communicating with both their university and classroom supervisors and were of two types: (a) behavior descriptions which could be observed and checked by someone outside the dyad and (b) internal responses of the supervisor to the student teacher's communications. (The document describes the development of training strategies and evaluation of the training program. (JA)

**ED 098 185** SP 008 542

*Values, Beliefs and Goals Underlying the Program of P. K. Yonge Laboratory School. Resource Monograph No. 1. Revised Edition.*

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Feb 73

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Beliefs, Educational Development, \*Educational Objectives, \*Educational Programs, Educational Research, Evaluation, \*Program Improvement, \*Values

This document identifies the values, beliefs, and goals of the P.K. Yonge Laboratory School to serve as guides for the process of development, research, evaluation, and program modification. Statements are grouped to enumerate: (a) general qualities desired for all aspects of school life; (b) the faculty's beliefs about its function in the education of children, in teacher education, and in the enhancement of the education profession; and (c) the goals for pupils that serve as a basis for the school's program of instruction and its role in research and development. (PD)

**ED 098 186** SP 008 543

*Myers, Donald A.*  
**A Bibliography on Professionalization and Collective Bargaining.**

American Federation of Teachers, Washington, D.C.

Pub Date Sep 74

Note—25p.

Available from—American Federation of Teachers, AFL/CIO, 1012 14th Street, N.W., Washington, D.C. 20005 (No. QR-4, \$1.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Accountability, \*Annotated Bibliographies, \*Collective Bargaining, Faculty Mobility, \*Professional Recognition, \*Standards, Teacher Centers, \*Teachers

This 191-item annotated bibliography cites materials that fall into three categories: (a) professionalization, (b) collective bargaining, and (c) bureaucratization. Also, there are scattered citations concerning topics that impinge on professionalization, including teacher turnover, teacher centers, and accountability. (PD)

**ED 098 187** SP 008 545

*Designing a High Quality Practicum.*  
Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Sep 74

Note—147p.; Proceedings of the Workshop on Teacher Education (Montebello, Quebec, January 28-February 1, 1974). Portions of this document are in French.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 (\$1.50).

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Beginning Teachers, \*Educational Improvement, \*Practicums, Professional Associations, Program Descriptions, Program Design, Program Evaluation, \*Teacher Education, Teacher Role  
**Identifiers**—\*Canada

This document presents the proceedings of a 1974 workshop by the Canadian Teacher Federation's Teacher Education Committee on designing a quality practicum. The introduction to the document indicates that the proceedings were broken into two parts. Part 1 addressed the basic question, What are we trying to do? and covered the following topics: practicum objectives, the value of the U.S. performance-based approach for Canadian programs, and methods for clearly describing objectives without becoming excessively detailed or descriptive. Part 2 was concerned with the achievement of objectives once they had been set and described current practices and specific programs. Some of the individual presentations in this document are in French, some are in English. Included as division headings are the following: The Case of Reform in Teacher Education; The Behavioral Outcomes Approach in Teacher Education; Rationales for the Integration of Theory and Practices; Roles and Responsibilities of Teachers and Their Associations in Teacher Education; Beyond the Practicum: The Transition Period of the Beginning Teacher; Conflict and Consensus in the Designs for a High Quality Practicum; and Reactions to the Teacher Viewpoint. (JA)

**ED 098 188** SP 008 546  
 Hill, Shirley And Others

**Behavioral Characteristics of Prospective Elementary Teachers: Do They Change Through Training?**

Pub Date [74]

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Admission Criteria, \*Behavior Change, \*Education Majors, Elementary Education, \*Individual Characteristics, \*Interviews, Preservice Education, \*Student Attitudes

This study attempted to investigate several questions, among which are: Can specific attitudes and behaviors of prospective teachers be identified in an oral, 15-minute interview? Does a particular training program change prospective teachers' reported attitudes and basic knowledge of psychological principles and teaching techniques in predictable directions? The experimental group (Group 1) consisted of 23 students selected primarily on the basis of personal interview with program instructors. Group 2 had 26 students selected according to traditional admission criteria. Group 1 students were selected because they exhibited the following behavioral characteristics to a high degree: flexibility, self-awareness, reality-orientation, responsiveness to others, assertiveness, "cool," warmth, and enthusiasm. Group 2 served as a control to this selection procedure. Students were pre- and posttested on two scales—Kerlinger's Education Scale VII and the Basic Concepts Test. Although the procedures utilized in selecting students for the experimental group did not result in test scores that were significantly different from those of the control group, the mean scores all favored the experimental group. (JA)

**ED 098 189** SP 008 547  
 Andrews, L. O. And Others

**A Resource Paper for Improving Teacher Education in Wisconsin: An Elaboration of the Report of the Task Force on Teacher Education.**

Wisconsin Improvement Program, Madison.

Pub Date Jul 74

Note—35p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Educational Improvement, Performance Based Teacher Education, \*Program Development, Program Improvement, \*Teacher Education, Teaching Experience  
**Identifiers**—\*Wisconsin

This document, an elaboration on "The Report of the Task Force on Teacher Education," presents extracts of most of the specific items from that report, recasts them, and elaborates on them in an effort to prepare the way for the implementation of that original report. The preparation of this document was guided by two objectives: (a) to structure a more comprehensive pattern of goals or objectives for a new thrust in

teacher education in Wisconsin and (b) to add supplementary materials to the original report that can be used to assist in the implementation of the total plan. Included is a schematic diagram of the major emphases for inclusion in a projected teacher education program. This diagram is divided into sections for the preclinical program, the clinical program, and the residency program. Two reported major changes from the traditional program that are included in this schematic presentation are early and continuous use of a wide range of direct experiences and some kind of continuous competency evaluation including both personal and professional assessment. Also included in this document are sections on instructional patterns and curriculum content, support systems, arrangements and procedures, alternatives, intermediary stages, basic ideas relevant to the report, policy and program issues, and inservice teacher education. (JA)

**ED 098 190** SP 008 548  
 Doherty, Joan

**The College of Education and the Feminist Movement.**

Pub Date 74

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Attitudes, \*Feminism, Higher Education, \*Schools of Education, \*Values, \*Womens Studies

This article states that programs in higher education should include a component that deals with the feminist movement to clarify values for college educators and students. Four strategies for bringing about better understanding of the feminist movement by the faculty and students are suggested. These strategies are designed to increase awareness of the positions of women educators and teacher education students, provide practice in evaluating evidence, assist in the recognition of viewpoints of women in the feminist movement, and call on participants to demonstrate ability to plan for change. In conclusion, the author states that these strategies provide opportunities to rethink attitudes and, therefore, be able to deal with the feminist movement in the college of education. (PD)

**ED 098 191** SP 008 549  
 Kniefel, David R., Comp. Dinham, Sarah M., Comp.

**SIG: Professors of Educational Research. Text Survey.**

Pub Date Apr 74

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, Book Reviews, \*Educational Research, Evaluation Criteria, \*Measurement, \*Research Design, \*Statistics

This annotated bibliography was developed from a survey of the Professors of Educational Research (PER), a special interest group within the American Educational Research Association, to gather faculty recommendations in a standard manner that would permit comparisons of texts within subject areas. Subject areas addressed are introduction to educational research, introductory and intermediate statistics, introductory and advanced measurement, and experimental design. Structured responses were solicited from PER members in terms of their recommendations on the following topics: (a) the eventual orientation (consumer, producer) and degree sought by the students using the text; (b) the level of quantitative and verbal ability required of students to use the text; (c) the organization of material as to its sufficiency in terms of sequence, variety, and detail; (d) the technical accuracy of the content and the level of scientific and mathematical language employed; and (e) perceptions of student reactions to the books. Respondents were also asked to list significant omissions and to make further relevant comments. (PD)

**ED 098 192** SP 008 551  
 Teaching as a Career.

American Federation of Teachers, Washington, D.C.

Pub Date 73

Note—25p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington, D.C. 20005 (Item No. 38, Free to teachers and students)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Career Choice, Career Education, Career Planning, \*Careers, High School Students, \*Teacher Education, \*Teaching

This document is a booklet designed primarily for high school students by the American Federation of Teachers on teaching as a career. The booklet discusses the following topics: the history of teaching as a profession; the state of schools in the United States; advantages and disadvantages to teaching; teachers in revolt (collective bargaining and teacher's role in social change); high school student's preparation for becoming a teacher; preparation for teaching as preparation for allied careers, certification; and salary averages. There is a 32-item bibliography of books for further reading. (JA)

**ED 098 193** SP 008 552

Guba, Egon G. Clark, David L.

**The Configurational Perspective: A Challenge to the Systems View of Educational Knowledge Production and Utilization.**

Pub Date Nov 74

Note—77p.; Paper presented at the Annual Meeting of CEDA (4th, Washington, D.C., November 1974)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Conceptual Schemes, \*Educational Development, \*Educational Research, \*Federal Programs, \*Systems Analysis

**Identifiers**—\*Knowledge Production and Utilization, KPU

This paper posits that it is necessary to evoke the development of an adequate federal KPU (Knowledge Production and Utilization) program in education which will command broad-based support within and outside the profession and that this demands a reformulation of the conceptual structure on which the program is built. Section 1 offers a historical analysis of federal involvement in educational KPU and offers some generalizations regarding the goals and the means for achieving them that have characterized federal programs and policies. The conceptual structures that have emerged during this period are identified and criteria that can be employed in assessing such structures are proposed. The second section examines the systems view, which is the conceptual structure currently dominating educational KPU policy. How this view emerged and how it is reflected in current KPU policy are discussed. Also this concept is assessed in terms of the criteria listed, and its shortcomings in relation to realism and balance are noted. Section 3 purposes an alternative structure, the configurational view. This view is contrasted with the systems view on the dimensions of completeness, realism, and balance. It is concluded that the configurational model would result in more productive relationships between federal funding agencies and KPU units in the field and among the latter. Section 4 provides illustrations showing the effect the configurational view might have on educational KPU policies and program. (PD)

**ED 098 194** 80 SP 008 553  
 Wincunas, John And Others

**Resource Agent Program.**

Vermont State Dept. of Education, Montpelier.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Sep 74

Note—39p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Elementary Education, Program Development, Resource Materials, \*Resource Teachers, Secondary Education

**Identifiers**—Elementary Secondary Education Act Title V, ESSEA Title V, \*Vermont

This document describes the Resource Agent Program as inaugurated by the Vermont Department of Education. A resource agent is described as a teacher who has developed a program or activity that has been successfully applied in the classroom; resource agents are available to share their ideas, experiences, and some materials with other teachers who are interested in developing similar activities for their classrooms. The process

for utilizing the program is detailed as follows: (a) consult the catalog for programs that have been developed; (b) contact the agent; (c) fill out a request form; and (d) arrange visits—the maximum is three. The remainder of this document includes agent biographies, program descriptions, and sample request forms. (JA)

**ED 098 195** 88 **SP 008 554**  
Final Evaluation Report for Project League 1973-74, The Merrimack Education Center, Chelmsford, Massachusetts.

Merrimack Education Center, Chelmsford, Mass.; Metrics Association, Needham Heights, Mass. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston.

Pub Date 1 Nov 74  
Note—139p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Attitudes, \*Educational Programs, Elementary Schools, \*Objectives, \*Program Development, \*Program Evaluation  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, IGE, \*Individually Guided Education, Massachusetts

This six-part document describes Project League, which was established to implement and refine the Individually Guided Education/Multiunit Elementary School Program (IGE) in Massachusetts. Part 1 provides an overview of the project. Parts 2 and 3 discuss two important objectives of the project, which are: (a) the development of an evaluation design for ongoing use in the League schools and (b) determination of the extent to which the 35 process outcomes characteristic of IGE have been or are being achieved in the League schools. Section 4 gives the results of an assessment of attitudes of school personnel regarding the implementation of IGE in their schools and League operation. The opinionnaire covered topics such as achievement testing and community support, job satisfaction, instructional materials and training, and student outcomes. Section 5 contains 17 recommendations, which emerge from the previous parts of this report. IGE Process Outcomes, the IGE Action Checklist, and Satisfaction with IGE Interview Guide are appended. (PD)

**ED 098 196** 95 **SP 008 555**

McGuire, Thomas C. Petrozko, Joseph M.  
Determining Educational Goal Priorities in a Secondary School. Report No. 92.  
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—CSE-R-92

Pub Date Jul 74  
Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Educational Objectives, Parents, Questionnaires, Rating Scales, Secondary School Students, Secondary School Teachers, Surveys

Identifiers—\*Needs Assessment

This report describes the first field test of the goals in a secondary school environment to give decision makers insight into school priorities in relation to educational objectives. One hundred eight-five students, teachers, and parents from a suburban secondary school rated educational goals on a five-point scale. Four groups of subjects each rated sets of about 60 goals; one group of subjects rated a set of 64 more general "super-goals"; and one group of students rated the complete set of 234 goals. Students, teachers, and parents tended to attach similar importance to the same goals. Goals in nonacademic areas were uniformly rated high while several academic areas fared poorly in the ratings. Item samplings of goals resulted in rating comparable to a procedure where item sampling was not used. Students who rated small decks of goals rated them about the same as those who rated an entire set of goals. Rating given to supergoals were in many cases significantly different from mean ratings of the goals subsumed under them. Subjects agreed that many types of individuals should participate in the goal rating process. (Mean ratings for supergoals and goals are appended, and a three-item bibliography is included.) (PD)

**ED 098 197** **SP 008 556**  
Further Education of Teachers in Service in Asia: A Regional Survey.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 73  
Note—251p.

Available from—Unesco Regional Office for Education in Asia, Darakarn Building, 920 Sukhumvit Road, P.O. Box 1425, Bangkok, Thailand (No price quoted)

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

Descriptors—\*Curriculum Development, \*Inservice Programs, \*Inservice Teacher Education, \*Surveys, \*Teaching Methods  
Identifiers—\*Asia

This survey assembles information on the developments and trends in inservice teacher training in Asia, identifies the growing points of innovative approaches for improving inservice teacher preparation, and identifies ways that further education of teachers is linked to programs of curriculum development and the introduction of new teaching methods in schools. Questionnaires were sent all member states in Asia, and those from which responses were received were visited by the professional staff members of the Asian Institute of Teacher Educators to collect supplementary data. An introductory section of the document discusses the background of the education systems in Asia, then stages of development, institutional framework, types of inservice programs, innovations in inservice programs, and some common problems. Further reports on inservice teacher education in Afghanistan, Burma, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, and Thailand are provided. A bibliography with materials grouped according to country is included. (PD)

**ED 098 198** **SP 008 557**

Teaching in Canada.  
Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Dec 74  
Note—34p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Career Choice, \*Career Planning, Careers, Guides, \*Teacher Certification, Teacher Salaries, Teacher Supply and Demand, Teacher Welfare, \*Teaching, Teaching Conditions  
Identifiers—\*Canada

This booklet is an attempt by the Canadian Teacher's Federation to answer many of the information requests it receives concerning a teaching career in Canada, teaching conditions, and teacher requirements. After preliminary sections about the history and nature of classroom teaching, the document presents information about occupations related to teaching and the steps for a high school student to take to become a teacher. Professional teachers' associations, salaries and fringe benefits, general social security, retirement plans, and appointment and tenure are also considered. Presented are general Canadian requirements concerning Canadian teachers who move from province to province, requirements for teachers from abroad, and methods for finding a teaching position in Canada. It is stated that at present the demand for teachers in Canada is rather light and is expected to continue to be so. Included as appendices are lists of departments of education, teacher organizations, classification agencies, teacher education institutions, and placement assistance agencies, as well as some miscellaneous address. (JA)

**ED 098 199** **SP 008 558**

Butler, Loretta M. And Others  
In-Service Education for Teachers of Disadvantaged Youth: Final Report.  
Roosevelt Univ., Chicago, Ill. Coll. of Education.  
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield, Div. of Vocational and Technical Education.

Pub Date Jul 74  
Note—162p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Career Education, Cultural Awareness, Cultural Background, Curriculum Development, \*Disadvantaged Youth, Individual Needs, \*Inservice Teacher Education, \*Student Attitudes, \*Teacher Attitudes, Teacher Workshops

A short-term intensive training experience for 114 Chicago Public School teachers was provided in two 3-day workshops with field site followup. Participants were selected from schools located in multiethnic and economically disadvantaged areas of Chicago. Workshops were designed to provide participants with a greater awareness and appreciation of their own cultural heritage and a better understanding of the vocational and motivational needs of their students. In addition, specific attention was directed to developing implementation skills associated with the Illinois Model for Career Education for the purpose of involving students in activities specifically related to the world of work. Following workshop activities, participants were observed in the field in order to assist and facilitate the development of career education and multiethnic curriculum units for use in their classrooms. Participants were asked to keep a log of activities, along with the problems involved in their curriculum development efforts. At a final dissemination workshop, measured changes in selected teacher perception were found to be in a positive direction, a major change being that teachers seemed to attach greater value to the importance of education for their students after the project than before it began. (Included are extensive materials and exhibits from the program.) (Author/JA)

**ED 098 200** **SP 008 559**

Leland, Allen O. Harder, Hilda L.  
Survival—Skills—Strategy: Teacher Education for the 70's.

California Lutheran Coll., Thousand Oaks. Dept. of Education.

Pub Date 1 Jan 71  
Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Strategies, \*Individual Development, \*Inservice Teacher Education, \*Preservice Education, Supervision, Teacher Education, Teaching Skills

This document is a description of the California Lutheran Intern Program (CLIP). The CLIP model includes a summer of preservice preparation at the college, a school year of contractual inservice training in elementary classrooms under the supervision of the school districts' resource teachers for interns and the college education department consultants, and a summer of postservice education at the college. It is stated that the model was built on the theoretical framework that assumes that the neophyte teacher on his way to becoming a master teacher passes through three stages of development: survival stage (the teacher creates an atmosphere conducive to learning and establishes himself as a leader in the classroom); skills stage (the teacher demonstrates skill in the presentation of the subject matter and motivates the students towards acceptable achievement and behavior); and strategy stage (the teacher individualizes instruction through a variety of instructional practices planned and programmed to develop the learning potential of each pupil. Observation Check Lists used by the college consultants to further describe teacher behavior and the classroom setting at each of these stages are included in the text. The document describes the screening of candidates for the program, the role of the intern teacher, the preservice education component, the inservice component, evaluation techniques, and the role of the CLIP consultant. (JA)

**ED 098 201** **SP 008 560**

PROJECT MERGE 1975.  
Bowling Green State Univ., Ohio. Coll. of Education.; Toledo Public Schools, Ohio.

Pub Date 74  
Note—8p. For related document, see SP 008 561

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*College School Cooperation, Educational Change, Field Experience Programs, \*Graduate Study, \*Inservice Teacher Education, \*Performance Based Teacher Education, \*Preservice Education, Teacher Education



**Identifiers—**\*Distinguished Achievement Award Entry

**PROJECT MERGE** is a teacher education concept from which educational processes based on changing educational developments evolve. MERGE is a systematic, field-based, cooperative approach to teacher education, instruction, and curriculum development. It has been validated and is competency based. It represents an inter-relational tri-phase structure composed of the following: (a) an inverse program which affects the renewal and enhancement of the contract teacher's competencies consistent with the demands for flexibility of functioning in a constantly changing educational age; (b) a preservice element dedicated to producing a beginning baccalaureate teacher capable of functioning across traditional categorical lines and of adjusting to evolving change; and (c) a graduate aspect relating to the production of a cadre of young persons who can assume a leadership role in the upgrading of teacher education programs. The project represents a merging of the physical, personnel, and fiscal resources of the Toledo Public Schools and Bowling Green State University to improve the quality of education. (The document includes the project budget and staff specifications of the project.) (Author/JA)

**ED 098 202** SP 008 561

**Minifie, E., Ed.**  
**Explanation and Analysis of PROJECT MERGE.** Bowling Green State Univ., Ohio. Coll. of Education.; Toledo Public Schools, Ohio.

**Spons Agency—**Office of Education (DHEW), Washington, D.C.

**Pub Date 74**  
**Note—47p.** For related document, see SP 008 560

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Educable Mentally Handicapped, \*Emotionally Disturbed Children, \*Field Experience Programs, \*Learning Disabilities, Objectives, Program Descriptions, Teacher Education, \*Teaching Skills

**Identifiers—**\*Distinguished Achievement Award Entry

This two-part document provides an explanation and analysis of PROJECT MERGE and includes a handbook that provides an overview of the project's goals, implications, guidelines, and structures. Part 1 defines MERGE as an organized plan to integrate teaching knowledge with competencies in many areas to meet the needs of many different learning problems of children in regular or special classrooms. Ten strategies for implementation to achieve teaching competencies are listed, and the pilot program is described. The On-Campus Schedule, the MERGE Teacher Training Model, and a student and faculty model concludes this section. A handbook on PROJECT MERGE comprises the second part of this document. Included in the handbook is a discussion of the purpose, rationale, objectives, and procedures of PROJECT MERGE. A glossary of terms and an organizational flow chart are also included. Sections on pertinent people and their roles and on policies and procedures conclude this handbook. (PD)

**ED 098 203** SP 008 562

**[Project OUTCRIE.]**

Ohio Univ., Athens. Coll. of Education.

**Pub Date 19 Nov 74**

**Note—11p.**

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*College School Cooperation, Field Experience Programs, Graduate Study, Performance Based Teacher Education, \*Reading Improvement, \*Reading Instruction, Reading Programs, \*Teacher Education, Teacher Interns

**Identifiers—**\*Distinguished Achievement Award Entry

**Project OUTCRIE** represents an attempt by the College of Education at Ohio University, the Meigs Local School District, and the Meigs community to reverse the poor reading achievement and lack of academic stimulation of children in Appalachian schools. Teacher education is the nucleus of Project OUTCRIE's thrust. The project has three major components: (a) 20 interns, who are recent graduates of teacher education programs, receive professional training in a competency-based, field-based teacher education program leading to a Master of Education degree

with a specialization in reading; (b) graduate courses are offered in the cooperative public schools, and tuition costs for these courses are waived for every teacher in the Meigs Local School District in an effort to upgrade the knowledge and expertise of these professionals to teach reading; and (c) the reading program and curriculum in the Meigs Local School District are being revised so that they can become more conducive to the needs and interests of Appalachian students and specifically to the children of the Meigs Local School District. (Author/JA)

**ED 098 204** SP 008 563

**Sandberg, John E. Loew, Cornelius**  
**Impact of the Career Opportunities Program on Curricular Innovations at Western Michigan University.**

Western Michigan Univ., Kalamazoo. School of Education.

**Pub Date 11 Nov 74**

**Note—16p.**

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Career Opportunities, \*Cultural Pluralism, Elementary Education, Intercultural Programs, Interdisciplinary Approach, \*Language Arts, \*Minority Groups, Teacher Certification, \*Teacher Education

**Identifiers—**\*Distinguished Achievement Award Entry

One of the major concerns of the Grand Rapids (Michigan) Advisory Council of the Career Opportunities Program (COP) is that traditional methods of recruitment and training are largely insufficient and leave much to be desired in quantity and quality of instructional staffs in low-income areas. As a result of discussions between the COP Project Director, the COP Advisory Council, and administrators and teaching staff from Western Michigan University, an on-site educational program was established for approximately 40 participants in Grand Rapids. This program included two interdisciplinary and intercollege experimental minors: language arts and intercultural studies. The objectives of the program were: (a) to train teachers who were better prepared than average teachers to teach language arts to ethnic minorities and (b) to help all children understand and appreciate the cultural diversities existing in the United States by providing content and experiences designed to create positive interpersonal relationships in a pluralistic society. (Included as appendices are a breakdown of income and expenditures, extracts of opinions assessing the program, course descriptions, and a career lattice with related factors.) (Author/JA)

**ED 098 205** SP 008 565

**Shores, Jay H.**

**Beneath the Tip of the Iceberg: A Report on the Professional Teacher Preparation Program of the College of Education at the University of Houston.**

Houston Univ., Tex. Coll. of Education.

**Pub Date 27 Nov 74**

**Note—89p.** For related documents, see SP 008 566-568

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors—**\*Career Planning, Cultural Pluralism, Educational Accountability, \*Field Experience Programs, Individual Needs, \*Management Systems, \*Performance Based Teacher Education, Performance Criteria, Teacher Role

The Competency Based Teacher Preparation Program at the University of Houston and its complementary management system have evolved from a set of logically derived assumptions about the nature of teaching. The program characteristics call for a program that is founded in the reality of the teaching act, treats all of the persons involved therein as semi-autonomous individuals with their own rights and concerns, provides as far as possible for individual differences of students, and is accountable in both a fiscal and an academic sense. These global characteristics have been translated by the faculty into topical characteristics and actual program objectives and experiences (included in appendices). The program presents reality to the student through two years of continuous field experience. The student is taught a variety of teacher roles which he may model as he begins to teach and from which he will evolve his own model of teaching behavior. The program is pluralistic in

that it provides experiences in several distinct cultures. The student is also provided with a variety of personal information utilized in making initial career decisions. (Extensive appendices describe the program, its components and objectives.) (JA)

**ED 098 206** SP 008 566

**Thompson, Bruce**

**An Analysis of CBE.**

Houston Univ., Tex. Coll. of Education.

**Pub Date 27 Nov 74**

**Note—23p.** For related documents, see SP 008 565-568

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**Instruction, \*Instructional Programs, \*Performance Based Teacher Education, \*Personal Growth, \*Student Attitudes, Student Evaluation, \*Teacher Evaluation

This document is an attempt by a former student of the University of Houston Competency Based Teacher Education Program to speak directly to the topic of student evaluation of Competency Based Education (CBE) experiences. The author approaches CBE from three different viewpoints, devoting a section to each. "CBE as an Instructional Process" discusses the impacts of person-centered instruction and the impacts of reality-centered instruction. In the second section, "CBE as an Assessment Process," implications of CBE as an assessment process are discussed, and a strategy for summative assessment is presented. The final section, "CBE as an Encounter Process," stresses the use of CBE to facilitate professional, personal, and social growth. A conclusion lists some dangers in the ways CBE is implemented. The approach in all of the sections is step-by-step and from the student's point of view. (JA)

**ED 098 207** SP 008 567

**Daigle, Mary Molina, Norma**

**Some Issues Concerning Competency Based Education.**

Houston Univ., Tex. Coll. of Education.

**Pub Date 27 Nov 74**

**Note—7p.** For related documents, see SP 008 565-568

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**Group Discussion, Individualized Instruction, \*Performance Based Teacher Education, Performance Criteria, Questionnaires, \*Student Opinion

The discussion in this paper resulted from a questionnaire administered to students at a graduate seminar on Competency Based Teacher Education held at the University of Houston in 1973. The following topics are discussed: (a) the role of CBE in society; (b) the nature of competencies; (c) individualizing and personalizing to meet student needs; (d) course objectives; (e) establishing performance levels; (f) modularization of instruction; (g) progression of students at self-determined rate; (h) utilization of varied instructional techniques; and (i) use of competency file. (JA)

**ED 098 208** SP 008 568

**Thompson, Bruce**

**A Typological Listing of the Philosophical Assumptions of a Humanistic Competency-Based Teacher Education Program.**

Houston Univ., Tex. Coll. of Education.

**Pub Date 27 Nov 74**

**Note—13p.** For related documents, see SP 008 565-567

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Educational Philosophy, \*Humanism, Humanization, \*Performance Based Teacher Education, \*Philosophy, \*Typology

This paper constructs a typology of the philosophical assumptions of a humanistic, competency based, teacher education program. At the same time, the paper fills in the assumptions of the typology. It is indicated that the listing of assumptions is characterized by completeness, sequential ordering, and the fact that it is non-compromised. The assumptions in this listing are broken up into the following groups: (a) person's assumptions, (b) learning assumptions, (c) general teacher education assumptions, (d) general constituency assumptions, (e) some self-selection methodological assumptions, (f) personalization assumptions, (g) individualization assumptions, (h) objective assumptions, (i)

behavioral objectives assumptions, (j) generation of objectives assumptions, (k) enabling activity assumptions, (l) individualizing enabling activity assumptions, (m) genesis of enabling activities, (n) pre-enabling activities assessment, (o) assessment-grading assumptions, and (p) philosophy value assumptions. The assumptions for each group are displayed in outline form. (JA)

ED 098 209 SP 008 569

[The University of California Cooperative Teacher Preparation Project (UCCTPP)]. California Univ., Berkeley. School of Education. Pub Date 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Administration, Beginning Teachers, College School Cooperation, Educational Change, Educational Innovation, Educational Theories, Elementary Education, \*Inservice Teacher Education, Models, \*Preservice Education, Research, Secondary Education, Teaching Models

Identifiers—\*Distinguished Achievement Awards Entry

The University of California Cooperative Teacher Preparation Project (UCCTPP) began in 1971 as an effort to improve the quality and effectiveness of teacher education programs. UCCTPP is currently implemented through the cooperative efforts of the School of Education at the University of California at Berkeley and the Mount Diablo and Vallejo Unified School Districts. The project is designed to manage a much larger portion of the beginning teacher's experience than has heretofore been attempted. The project functions within an educational framework comprised of three themes: the learner, subject areas, and instruction. Instructional, administrative, and research models consistent with the themes are designed to: (a) improve the quality of teaching at all levels through self-assessment techniques, (b) establish administrative organizations and procedures that open up fresh possibilities for making educational decisions, (c) research the effectiveness of the project and its teachers, and (d) study basic research questions related to the teaching-learning process. Holistically, the UCCTPP is a longitudinal, unified K-12, preservice/inservice model committed to educational innovation and change, with a responsibility for providing evidence of this activity. (Author)

ED 098 210 95 SP 008 570

Muse, Ivan D.

A Competency-Based University/School Rural Teacher Training Program. Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Elementary Grades, \*Individualized Instruction, Objectives, \*Performance Based Teacher Education, Rural Education, \*Rural Schools, Secondary Grades, \*Student Teaching

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes the Competency-Based University/School Rural Teacher Education program designed to produce teachers trained for rural situations and to provide experience in the process of university/school district/educational agency cooperative training activities. Data collected during 1972-73 regarding rural living and educational environments were used to develop objectives essential to the training of rural teachers. Two training centers are in operation at Roosevelt and Coalville, Utah with certificated teacher appointed as directors. Student trainees live in the area of the school to which they are assigned and are assigned to cooperating teachers from the local school district under an arrangement that provides for increasing participation and responsibility in the classroom. Prospective secondary teachers work within a 16-week semester as teacher aides, teacher assistants, and teaching associates. Elementary education trainees spend eight weeks in a rural setting. Instructional materials, viz., individualized units consisting of objectives, learning, and evaluation activities are made available for students to complete course objectives, plan teaching units,

and attend seminars. A description of the personnel involved, budget information, and evaluative comments are included. Results indicate that a large majority of students employed after certification through this program are working in rural schools. (PD)

ED 098 211 SP 008 571

Weber, Del D. And Others

Self-Paced Competency-Based Introductory Program in Learning Disabilities.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Affective Objectives, Clinical Diagnosis, Cognitive Objectives, \*Individualized Programs, \*Learning Disabilities, \*Performance Based Teacher Education, Skill Development

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes the Self-Based Competency-Based Introductory program in learning disabilities at Arizona State University that is designed to help students develop the basic competencies needed to know and understand why learning disabled children fail to learn. The 391 objectives included in this program were selected to provide students with competencies needed for successful entry into experiences that concentrate on how to remediate learning disabilities. The objectives are divided into 301 cognitive objectives; 64 affective objectives; and 26 skill objectives, which place emphasis on student demonstration of skill in the use of specific diagnostic techniques and instruments. The 32 units in the program are grouped into 9 modules that focus on a specific area. Each unit begins with a statement of cognitive objectives, affective objectives, and skill objectives and ends with a self-correcting posttest. (A nine-item bibliography is included, and a unit and posttests are appended.) (PD)

ED 098 212 SP 008 572

Teacher Education Learning Centers.

Maine Univ., Portland-Gorham. School of Education.

Pub Date Nov 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Inservice Teacher Education, Student Teaching, \*Teacher Centers, \*Teacher Education, Teacher Interns

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes the five teacher education learning centers developed by the University of Maine at Portland-Gorham to integrate theory and practice in teacher education, to shape responsibility for teacher preparation, to better utilize university and school resources, to provide inservice teacher education, and to extend individualized learning experiences for interns and children. Juniors and seniors spend an academic year in a center with their professional courses delivered on site. Concurrently, inservice courses, minicourses, graduate courses, and seminars are provided on site. Formal and informal evaluations of the center programs indicate the following: (a) interns manifest greater intrinsic motivation, greater transferability from theory to practice, more effective self-appraisal and positive self-image, a more pragmatic philosophy of education, and higher achievement in courses and (b) public school teachers, administrators, and university faculty benefit from the inservice programs, more open communication, and opportunities to exchange roles. This center-intern model is now being used in the review of state certification standards. (Author)

ED 098 213 SP 008 573

Hubright, Ronald L. And Others

Teacher Training in a Rural Georgia Community. Georgia Southern Coll., Statesboro.

Pub Date 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Community Involvement, Diagnostic Teaching, \*Field Experience Programs, Individualized Instruction, Masters Degrees, \*Program Development, Resource Centers, \*Rural School Systems, \*School Community Cooperation, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes Project Alma, a cooperative effort between Georgia Southern College and Bacon County Schools that resulted in a field-based graduate teacher training program with a mandate to bring about new programs, approaches, and system renewal through teacher education. Project objectives are to: (a) design a field-based master's degree program based on the needs of local students and teachers, (b) integrate theory and sound practice into the milieu of Bacon County Schools, (c) facilitate the transitional benefits of such training into operational programs and approaches, and (d) explore alternatives for teacher education in rural areas. The Training Resource Center (TRC) in Bacon County worked to achieve these goals and was given the responsibility for implementation of clinical professorships, development of alternative training strands, facilitation of new programs, and identification of community resources. Results of the project include: (a) a diagnostic-prescriptive teaching style for local educators resulting from the clinical professorship; (b) training strands developed to improve the total learning environment of the schools; (c) community involvement through the School-Community Council; and (d) implementation of an Early Childhood Development Center, individualized instruction at the elementary level, and minicourses and a quarter system at the secondary level. Budget and evaluation information regarding the project are appended. (PD)

ED 098 214 SP 008 574

Case Study: Focus on Personal/Professional Preparation in Physical Education.

University of South Florida, Tampa. Coll. of Education.

Pub Date 74

Note—33p.; A description of the undergraduate Professional Physical Education Program, College of Education, University of South Florida, Tampa, Florida

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Elementary Grades, Field Experience Programs, Kinetics, \*Physical Education, Program Evaluation, Secondary Grades, \*Student Evaluation, \*Teacher Education, \*Teaching Experience

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes a program featuring integrated course sequences and continuous teaching experience that prepares teachers who can create a variety of learning environments that provide meaningful movement experiences for grades K-12. The 2-year program sequence includes the following elements: (a) selective admissions and retention procedure, (b) individual assessment, (c) seminar and field experience/internship, and (d) human kinetics theory and application. Close articulation of program elements is assured by team teaching and open communication between faculty and students. Immediate application of theory is possible in the concurrent field experience, and frequent evaluation by all involved provides feedback for continuing refinement of the program. (Author)

ED 098 215 SP 008 575

Adams, Arthur

Master of Arts in Urban School Teaching (MUST) Pepperdine Univ., Los Angeles, Calif. School of Education.

Spons Agency—Los Angeles Unified School District, Calif.

Pub Date 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Educational Problems, Educational Research, Masters Degrees, \*Minority Groups, \*Program Development, \*Teacher Education, \*Urban Schools

Identifiers—\*Distinguished Achievement Awards Entry

This article describes the Master of Arts Degree Program in Urban School Teaching (MUST), which was developed to serve the needs of inner-city schools with 85 to 100 percent minority enrollment. Twenty to 30 teachers from a school are selected for the graduate program that focuses on the problems and goals defined by each school staff. The school principal functions as an active coordinator and instructor in

the program. Teachers are encouraged to work in teams in researching problems within their school and developing recommendations and programs based on their findings. The primary goals of MUST are to provide the skills, knowledge, and understanding to a school staff to enable them to resolve inner-city school problems. The completion of the MUST pilot program in three schools during the 1973-74 year showed the following results: (a) improved climate of the schools, (b) reduction in teacher turnover, and (c) improved student achievement. (Author/PD)

**ED 098 216** **SP 008 577**  
**REDESIGN.**

Syracuse Univ., N.Y. School of Education.  
Pub Date 74  
Note—56p.; Available only in microfiche due to quality of original copy

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Individualized Programs, Inservice Teacher Education, \*Performance Based Teacher Education, Preservice Education, \*Teacher Centers, \*Teaching Skills, \*Teaching Techniques

**Identifiers**—\*Distinguished Achievement Awards Entry

This paper describes a program to completely redesign teacher education at Syracuse University into a program that is personalized, systemic, self-paced, modularized, diagnostic, competence oriented, multimodal, regenerative, comprehensive, criterion referenced, and field centered. The program includes five major components. The first component is a personalized orientation-entry whereby students enter the program only after consideration of the career options and individual goals. The second component is a systematic personalized data profiling and tracking system. The third component is planning a program that is consistent with the specific goals, values, and personality of the individual. The fourth is a training and development component that includes the following phases: (a) the development of a repertoire of basic skills, concepts, and affective dispositions; (b) functional clusters of basic enablers; and (c) the development of a repertoire of teaching strategies that focuses on the task of organizing basic enablers and/or clusters for specific intended outcomes. The fifth component is a teaching center designed to serve the university by providing personalized training and development for graduates and undergraduate university students and to deliver on-site, cost-free graduate education and inservice education to center staff. (Author)

**ED 098 217** **SP 008 578**  
**The Undergraduate Elementary/Special Education Program of the University of Delaware.**

Delaware Univ., Newark. School of Education.  
Pub Date 74  
Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Clinical Experience, \*Elementary Education, Elementary School Teachers, Laboratory Schools, Learning Disabilities, Mental Retardation, \*Preservice Education, \*Special Education, Special Education Teachers

**Identifiers**—\*Distinguished Achievement Awards Entry, Mainstreaming

In response to shifting demand for teachers, a special education option was added to the University of Delaware's undergraduate elementary program. Without sacrifice of existing programs, college resources were reallocated to maximize the normalization of school services for educationally handicapped children. Thirty-six to 40 undergraduates per year complete the approved program in the specialty areas of mental retardation, behavior disorders, and learning disabilities; an equal number complete the elementary general program with an area of interest in special education. Training in both options is identical until the senior year when differentiated practice teaching is given. The dual track approach promotes mainstreaming by establishing a broad area of commonality in the training of both special and general elementary teachers. A heavy commitment to clinical training takes students into the schools during all four program years. Students are based to local schools for methods demonstration and practice throughout the junior year. The senior practicum features a reciprocal

arrangement in which each student receives supervision from a curriculum/methods specialist and diagnostic specialist both in seminar and on-site—this in addition to the daily supervision provided by the cooperating teacher. (Appendixes include the program's proposal, excerpts from the evaluation report, and a narrative description of the program.) (Author)

**ED 098 218** **SP 008 579**  
**Integrated Preservice-Inservice Teacher Development Program at the University of New Hampshire.**

New Hampshire Univ., Durham.  
Pub Date 74  
Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Clinical Experience, College School Cooperation, Individualized Instruction, \*Inservice Teacher Education, \*Interagency Cooperation, Masters Degrees, \*Preservice Education

**Identifiers**—\*Distinguished Achievement Awards Entry

This integrated preservice/inservice teacher education program was planned by a multiagency cooperative group known as the Southern New Hampshire Staff Development Cooperative. This group includes teachers, school administrators, State Department of Education representatives, and college-based teacher educators. The program planning and administration emphasizes a shift in power from college-based teacher educators to parity cooperatives. For the preservice teacher the program emphasizes phased introduction into teaching with an initial clinical experience, individualized program structuring with a wide range of minicourse offerings in professional areas, a strong general education background, and a year-long internship. The inservice component emphasizes more responsible roles for teachers in supervision and preservice instruction, more attention to inservice education by college-based teacher educators, and a formal role in decisions about teacher preparation. Major program components include the following: (a) a one-semester teacher aide/instructional assistant experience (normally in the sophomore year); (b) minicourse programs in educational structure and change, human growth and learning, alternative teaching models, and alternative perspectives on the nature of education; (c) a year-long internship as part of a master's degree level program; and (d) graduate-level inservice courses offered at school centers. (Author/JA)

**ED 098 219** **SP 008 580**  
**Western State College's Teacher Education Center, WES.C.T.E.C.**

California State Coll., Pa. School of Education.  
Pub Date Nov 74  
Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—College School Cooperation, Consortia, \*Field Experience Programs, \*Methods Courses, Practicums, Program Content, Student Teaching, \*Teacher Centers

**Identifiers**—\*Distinguished Achievement Awards Entry

Five western Pennsylvania state colleges developed a consortium agreement, WES.C.T.E.C. (Western State College's Teacher Education Center), to operate a teaching center at the district's Centennial Elementary School. The purpose of the teaching center was to involve elementary education students in a year-long field experience in which methodology courses (teaching of reading, language arts, social studies, science, and mathematics) were combined with field experiences and student teaching. Methodology courses were organized by subject-matter specialists from each of the five colleges, and continuing efforts were made to correlate concepts presented in the seminars to corresponding competency needs of the classroom. The student field-experience activities were organized on a progressive scale. They began with observations, then teacher-aid activities; proceeded to tutorial activities and small-group teaching sessions; and finally evolved into full teaching functions. Each student was assigned to six different classrooms during the school year. The first assignment was concerned with nonstudent teaching experiences, and the second through the sixth assignments were progressively

concerned with student teaching responsibilities. The college students assembled for biweekly practicums which focused on methodology and content. Feedback was obtained from the student at seminars and practicums and from student surveys and interviews. (Author/JA)

**ED 098 220** **SP 008 581**  
**The Henry Barnard School Child Care Center.**

Rhode Island Coll., Providence.  
Pub Date Nov 74  
Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Child Development, \*Day Care Services, Laboratory Training, Management Development, Models, \*Preservice Education, \*Student Teachers, Teacher Education, \*Teacher Interns

**Identifiers**—\*Distinguished Achievement Awards Entry

The Henry Barnard Child Care Center was established on the Rhode Island College campus to achieve the following main objectives: (a) to provide a comprehensive quality day care program for young children, (b) to serve as a model and resource for existing day care centers within the state, and (c) to provide specifically designed laboratory experiences for undergraduate and graduate students preparing for careers in early childhood education. The center operates on a calendar year identical with that of the campus laboratory school. The permanent staff consists of two full-time professionals with one delegated as head teacher. A partial listing of ancillary personnel indigenous to the school who provide services to the center include the nurse, librarian, counselor, and resource teacher. Student teachers are regularly assigned while a number of students enrolled in relevant courses spend time working with the children in the center. Every activity is organized so that the student perceives the child as a learner who actively participates in his own learning. The student is given the opportunity to develop not only beginning management skills in general classroom procedure, but also those closely related with a child's self-management and growth in independence. (The document includes additional information on the program's budget and evaluation.) (Author/JA)

**ED 098 221** **SP 008 582**  
**Nerbovig, Marcella H. Klausmeier, Herbert J.**

**Teaching in the Elementary School. Fourth Edition.**

Pub Date Sep 74  
Note—419p.  
Available from—Harper and Row Publishers, 10 East 53rd Street, New York, New York 10022 (\$10.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Curriculum Development, \*Educational Environment, Education Majors, \*Elementary Education, \*Teacher Characteristics, \*Units of Study (Subject Fields)

This three-part text is a curriculum book for beginners that emphasizes basic ideas and is geared toward the undergraduate student interested in the education of children ages 5-12. Selected alternative practices and programs are presented and anecdotal discussions are incorporated to illustrate concepts and vocabulary. Part 1, "The Educational Environment," is comprised of two chapters. Chapter 1 describes teacher characteristics and some current types of schools. Chapter 2 explicates essential understandings about children and their ways of learning. Part 2, "Areas of Curriculum Development," is comprised of three chapters that specify the elements of curriculum design and provide examples. Topics discussed are establishing a curriculum; examining learning experiences; and established procedures including ways of planning, evaluation, and reporting pupil progress. Part 3, "Areas of Instruction," includes chapters on reading, language arts, mathematics, science, social studies, art and music, and physical education. Each chapter centers around a curriculum framework of activities, materials, and objectives. Procedures for evaluating, end-of-chapter suggestions, and first-hand experiences in working with children are examined. (Author/PD)

**ED 098 222** **SP 008 583**  
**Crow, Lester D.**

**Introduction to Education; Brief History and Principles and Practices. Third Edition.**



Pub Date 74

Note—307p.

Available from—The Christopher Publishing House, 53 Billings Road, North Quincy, Massachusetts 02171 (\$9.75)

Document Not Available from EDRS.

Descriptors—\*Educational History, \*Educational Practice, \*Educational Principles, \*Educational Theories, \*Education Majors, Foundations of Education, Teacher Education, Textbooks

In his preface to this book, the author states that it is intended to present an overall view of education for prospective teachers. The book is divided into the following chapters: (a) Three Centuries of Education in America; (b) Twentieth-Century Trends in American Education; (c) Objectives and Goals of American Education; (d) Organization, Control and Financing of Education; (e) The Learner as a Developing Individual; (f) The Curriculum in Democratic Education; (g) Co-curricular Activities; (h) The Teacher and the Teaching Profession; (i) School Administration and Supervision; (j) Guidance in Education; (k) The Development of Self-Discipline; (l) Measurement and Evaluation in Education; (m) Audio-Visual Aids and the Library in Education; and (n) The Home and Community in Education. Included as an appendix is the Preamble to the UNESCO Constitution and the Bill of Teacher Rights. (JA)

ED 098 223 SP 008 584

Loveless, E. E. Krajewski, Frank R.

The Teacher and School Law: Cases and Materials in the Legal Foundations of Education.

Pub Date Apr 74

Note—304p.

Available from—The Interstate Printers and Publishers, Inc., Danville, Illinois 61832 (Inventory No. 1667, \$6.25)

Document Not Available from EDRS.

Descriptors—\*Court Cases, \*Court Litigation, Curriculum, \*School Law, Student Teacher Relationship, Teacher Certification, Teacher Dismissal, Teacher Education, Teacher Responsibility, \*Teachers, Teacher Transfer

This book is a compilation of case excerpts and materials that provides an introductory knowledge of school law. The cases are grouped into the following areas: (a) The Teacher and Our Constitution; (b) Teacher Certification and Contracting; (c) The Teacher and Curriculum; (d) Teacher Rights and Responsibilities; (e) The Teacher and Students; and (f) Teacher Education, Transfer, and Dismissal. To recognize the important concepts of each case, the readers are requested to ask the following questions while reading the materials: (a) Where did this case take place? (b) Who were the principal persons and organizations involved? (c) When did these events occur, and when did the dispute result in a trial? (d) What was the court's decision? and (e) Why was this case important? Review questions conclude each area. (PD)

ED 098 224 SP 008 585

Curwin, Richard L. Fuhrmann, Barbara

Schneider

Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching.

Pub Date 75

Note—229p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (No price quoted)

Document Not Available from EDRS.

Descriptors—Effective Teaching, Humanism, \*Humanization, \*Self Actualization, \*Self Concept, \*Self Evaluation, Teacher Behavior, Teacher Role, \*Teachers

This book offers a program of self-improvement for teachers and prospective teachers that grows out of humanistic criteria. The book is a collection of activities designed to increase the reader's potential as a teacher. There is an introduction entitled "Discovering Your Teaching Self." The remaining two sections are devoted to activities. "Awareness of Your Teaching Self," chapter 2, deals with the reader's awareness of himself as a teacher—his ideals, beliefs, attitudes, values, and goals. The activities are internally focused; extensive use is made in this section of fictional logs, such as conversations in which the reader is asked to take part, worksheets, and other assignments which center on discussion of a teacher's role and teacher behavior. The activities in chapter two are designed to help the reader become aware of the teacher he is now and the teacher he would like to become. Chapter 3,

"Examining Your Teaching Self," deals with the collection and interpretation of significant data about teaching. These activities are externally focused and are meant to make the reader's classroom behavior congruent with his ideals. Assignments in this section are related to the reader's actual classroom teaching. (JA)

ED 098 225 95 SP 008 586

Hess, Robert D. Takanishi, Ruby

The Relationship of Teacher Behavior and School Characteristics to Student Engagement. Technical Report No. 42.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Contract—NE-C-00-3-0063

Note—139p.; For related document, see ED 087 768

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Class Organization, \*Elementary Schools, \*Open Plan Schools, Student Characteristics, \*Student Participation, Teacher Attitudes, \*Teacher Behavior, Teaching Techniques, \*Traditional Schools

This two-phase study identifies the techniques used by teachers in their classrooms to arouse and maintain the attention and interest of their students (student engagement). During the first phase (reported in another document), 24 third- and fourth-grade teachers and their students in nine elementary schools in low-income communities were the subjects of an investigation examining the principal influences on student engagement including: (a) student characteristics; (b) contextual variables; (c) teacher attitudes toward open space, classroom organization, and control ideology; (d) global teacher strategies; and (e) specific teacher strategies. During the second phase, 15 teachers were observed in a single school, including grades K-6, that moved from self-contained classrooms to a new open-space building. Eight observations were made in each architectural condition. Major findings are that: (a) teacher behavior accounts for a large proportion of variance in student engagement; (b) specific and global teacher strategies are strongly related to level of engagement; (c) teacher attitudes are associated with level of engagement; (d) classroom architecture is not strongly related to level of engagement but is associated with the pattern of classroom organization and teacher-student interaction; (e) student characteristics have little or no correlation with engagement levels; (f) the pattern of classroom organization affects engagement and interacts with classroom architecture in its effects on student behavior; and (g) there is extreme variability in student and teacher behavior in the classroom. (Author)

ED 098 226 95 SP 008 587

Hunter, William A., Ed.

Multicultural Education Through Competency-Based Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 74

Note—283p.

Available from—American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS

POSTAGE

Descriptors—American Indians, \*Cultural Pluralism, \*Minority Group Teachers, Negroes, \*Performance Based Teacher Education, \*Performance Criteria, Spanish Americans, Spanish Speaking, Teacher Attitudes, Teachers

This publication is the result of a Multicultural Education/Competency Based Teacher Education (M/CBTE) project which, among other objectives, sought to bring together the findings of separate studies, projects, and research efforts. The project proposed to take a broader approach to the overall problem of quality education by seeking to identify generic concerns and needs common to all ethnic groups and diverse cultural situations. The project at the same time sought to identify those needs felt to be unique or more relevant to certain cultural circumstances and situations than others. Part I of this document is

in the form of a prologue; it is entitled "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the black American, Spanish-speaking American, and native American academic communities who were invited to contribute. Part 2 treats teacher competencies from the perspective of the black American educator. Part 3 treats teacher competencies from the Spanish-speaking educator's perspective (including views of Puerto Rican Americans, Chicano Americans, and Cuban Americans). Part 4 treats teacher competencies from the perspective of the native American, recognizing the divergencies of views among the nearly 300 tribal groups. Part 5 seeks to identify teacher competencies common to all groups as well as those recognized in the general society as evidence of accepted requirements and standards. (Editor/JA)

ED 098 227 SP 008 588

Miller, Arthur C. And Others

Physical Education: Teaching Human Movement in the Elementary Schools.

Pub Date 74

Note—471p.; Revised edition of "Physical Education in the Elementary School Curriculum," Third Edition

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Child Development, Elementary Schools, Instructional Aids, \*Learning Processes, \*Physical Activities, Physical Education, \*Physical Education Facilities, \*Physical Fitness

This text on teaching movement in the elementary schools presents the latest theories relative to teaching and learning. Part 1 provides a rationale for and understanding of teaching human movement. Part 2 introduces new models explaining the learning process and discusses the need for multiphasic fitness and issues exerting an influence on children including fitness, aggression, discipline, conformity, and institutionalized sport. Part 3 includes a discussion of practical factors affecting a physical education program such as health and safety and school and class organization. Also, facilities that enhance the learning climate for outdoor and indoor programs are discussed, and lists of supplies for the different grade levels are provided. Suggestions are included for different types of learning aids. Part 4 includes sections on movement fundamentals, play activities, individual and partner activities, elementary gymnastics, track and field, swimming and diving, team sports, and dance activities. Part 5 discusses human movement experiences that contribute to children's total growth and development and that may be integrated with learning experiences in the classroom. Sample programs, audiovisual sources, vocabulary lists, sports reading books, and other textbooks in elementary school physical education are appended. (PD)

ED 098 228 SP 008 589

Castillo, Gloria A.

Left-Handed Teaching: Lessons in Affective Education.

Pub Date 31 Jan 74

Note—223p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$7.50 cloth, \$2.95 paper)

Document Not Available from EDRS.

Descriptors—\*Affective Behavior, Affective Objectives, \*Child Development, \*Cognitive Processes, \*Learning Experience, \*Lesson Plans

This book focuses on the affective dimensions of learning situations and discusses the need for dealing with the emotional aspects that are a part of every cognitive learning experience. Part 1 presents a model that allows systematically and predictably for the development of the whole child, taking account of readiness-awareness level and responsibilities for cognitive and affective development. Part 2 is a collection of lessons designed to elicit affective responses from the children. This section includes units of lessons in the areas of awareness of here and now, sensory awareness, imagination, polarities, communication, building trust, aggression, nature, space, and art; and units that make use of blindfolds and sheets. In part 3, one lesson from the affective domain is presented in several cognitive contexts

to demonstrate confluent education in action. A 13-item bibliography is included. (Author/PD)

**ED 098 229** SP 008 590

Hatch, Eric J. Wilson, Neil  
Communications Development and Child Development—Compatible Growth.

Pub Date [74]

Note—9p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Child Development, \*College Students, \*Communication Skills, Developmental Psychology, Experimental Programs, Human Relations, Small Group Instruction, Teaching Methods, Teaching Techniques, Team Training, Traditional Schools

An attempt was initiated at a small teacher training college in rural Pennsylvania to combine in a developmental psychology class traditional course material and dyadic communications skills training. Twice a week there were meetings in a large lecture hall where the lectures were geared toward topics in child development; once a week small groups met to learn communications and human relations skills which were then implemented and practiced in dyadic fashion during subsequent small-group meetings. It was explained to the students that in no way would any judgments be made regarding the quality of their dyadic interpretations but that points would be earned solely on the basis of participation. Grading for the entire course was determined on a partly traditional, partly self-motivated basis: points were received on the basis of tests; points were earned by special projects; and students could assign 10 percent of their own academic grade by defining in essay fashion their own academic criteria and how well they adhered to that criteria. (The course content and the dyadic experience are described in detail.) (JA)

**ED 098 230** SP 008 591

Ribich, Frank M.

The Effects of Training and Feedback on Self-Evaluation.

Pub Date [74]

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Evaluation Methods, \*Feedback, Microteaching, \*Self Evaluation, \*Teacher Attitudes, \*Teacher Evaluation, Teacher Improvement, \*Teacher Participation

A workshop was designed to sensitize participants to the nature of their own intervention in teaching evaluation. The following served as research questions: (a) Will a workshop in self-evaluation improve self-perception of teaching performance, the perception of an internal source of evaluation, and skill in self-evaluation of teaching performance? (b) What effect do different conditions of feedback have on the development of self-perceived teaching performance, the perceptions of an internal source of evaluation, and the development of self-evaluation skills? and (c) Will the participants react favorably toward the workshop variables? Thirty graduate students were randomly placed in three feedback treatment groups. All students videotaped three microlessons and self-evaluated them. These evaluations were then compared with the evaluations of a panel of experts. Augmented feedback was given to two of the treatment groups in the form of knowledge of the results of the two evaluations (self and panel) and/or knowledge of results and a group supervisory conference. Correlated t-tests for pre- and posttest means showed statistically significant results for the three dependent variables (self-perception, panel perception, and agreement). An analysis of covariance, utilizing the pretest as a covariate, produced no significant differences between treatment groups. (Author)

**ED 098 231** SP 008 593

Painter, Lorene H. Wiener, William K.  
Developing Competent Cooperating Teachers: A Challenge to Teacher Educators.

Lenoir Rhyne Coll., Hickory, N.C.

Note—9p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Cooperating Teachers, \*Educational Objectives, \*Inservice Teacher Education, \*Program Evaluation, \*Student Teachers

This paper describes an inservice program at Lenoir Rhyne College that is designed to improve the professional quality of cooperating teachers, aid the college in continuing a program in formative evaluation with the goal of improving designs for professional laboratory experiences, and enrich the student teacher's insight into his own growth experiences during student teaching. Initially, cooperating teachers, student teachers, and education department faculty meet for an orientation session. The second segment of the program is a series of three one-hour conferences between the college supervisor and the cooperating teacher in the public school setting, with one session involving the student teacher. These meetings are designed to balance time and topics with the goals of the program and the needs of the cooperating teacher. During the sixth week, cooperating teachers visit college classes in their major academic areas while the student teacher substitutes in their classrooms. This segment of the program is designed to acquaint the cooperating teachers with recent changes in basic core course organization and curricular designs of academic majors. The final segment is a three-hour session on campus at the close of the semester. The first two hours are devoted to professional growth experience for the cooperating teacher. The student teachers are included in the final hour which is an evaluative seminar. During this time an evaluative instrument of the semantic differential-short answer type is completed. (PD)

**ED 098 232** SP 008 594

Kravar, Connie And Others

The Elementary Physical Education Program.

Washington State University.

Washington State Univ., Pullman. Coll. of Education.

Pub Date Nov 74

Note—34p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Educational Programs, Elementary Grades, \*Field Experience Programs, \*Objectives, Performance Based Teacher Education, \*Physical Education, \*Program Development, Teacher Interns

Identifiers—\*Distinguished Achievement Awards Entry

This paper describes the Elementary Physical Education Program (EPE) at Washington State University, which represents a field-centered, competency-based approach to the preparation of physical education teachers. General program objectives include the following: (a) to prepare elementary physical education specialists to work effectively in a school setting; (b) to formulate a physical education program that the districts will be able to maintain; (c) to train interns to assess educational needs of a community and to adapt this ability to the needs of another country; (d) to train the specialists to work with other teachers in administering a physical education program; (e) to train interns to work effectively in community projects; (f) to continuously evaluate the effectiveness of the program in developing competent specialists; (g) to develop a competency-based teacher education program in elementary physical education, and (h) to train interns to act as resource people in areas of school curriculum other than physical education. Teacher interns who have previously earned baccalaureate degrees participate in a 12-month program of three phases: (a) preservice, which stresses preparation for teaching, mastering of subject matter, and the gaining of awareness and sensitivity to community needs; (b) inservice, which includes teaching in the school districts and on-site graduate course work; and (c) postservice, which includes thesis proposal approval and additional course work to develop administrative skills and to learn to conduct inservice training programs for other teachers. (PD)

**ED 098 233** 95 SP 008 595

Devaney, Kathleen

Developing Open Education in America: A Review of Theory and Practice in the Public Schools.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Association for the Education of Young Children, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 74

Note—191p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$3.75)

Document Not Available from EDRS.

Descriptors—Case Studies (Education), Curriculum, \*Educational Problems, \*Educational Resources, \*Evaluation, Inservice Teacher Education, \*Open Education, Parent Teacher Cooperation, Principals, Resource Staff Role

This review of theory and practice in public school contrasts American open education with English implementation, providing case studies on open education projects. Chapter 1 provides an overview of this book and discusses education reform in America, characteristics of open classrooms, and the curious teacher. Chapters 2-6 focus on the following factors as they have been used to support teachers in different American public schools: (a) the role of the principal, (b) the resource of an in-classroom advisor, (c) new curriculum, (d) inservice education for teachers, and (e) relationship with parents. Chapter 7 describes problems in evaluation that open education poses for teachers, administrators, and parents and that relate to all support factors. A bibliography of references and curriculum materials and questions for review are appended. (PD)

**ED 098 234** SP 008 596

Improving Teacher Competency for Multi-Ethnic Children.

Jackson State Univ., Miss. School of Education.

Pub Date Nov 74

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College School Cooperation, Community Programs, \*Cultural Pluralism, \*Field Experience Programs, Inservice Teacher Education, \*Performance Based Teacher Education, Preservice Education, \*Team Teaching Identifiers—\*Distinguished Achievement Awards Entry, Teacher Corps

The Teacher Corps Project described in this document is a federally funded program, involving Jackson State University, the Jackson Public School System, and the community. It represents efforts to incorporate theories, teaching-learning strategies, and multicultural experiences in teacher education into a single conceptual framework. The academic program is competency-based and field centered with many of the courses being team taught. A modular delivery system of learning experiences is used. The modules are being programmed to provide tracking of student through the use of the computer. The instructional activities are facilitated by an instructional team representing the School of Education, the School of Liberal Studies, and the Jackson Public School System. Inservice training is provided for the cooperating teachers through formal courses, minicourses, comprehensive workshops, and seminars. There is an exceptional child component emphasizing the concept of mainstreaming and diagnostic/prescriptive teaching. Community-based educational activities are designed and implemented in keeping with the philosophy of Teacher Corps. The total project is evaluated periodically by interns, members of the staff, the policy committee, National Teacher Corps Officers, and internal and external consultants. Appendixes include objectives for each school and a sample instructional module. (JA)

**ED 098 235** 95 SP 008 598

Marsh, David D. Lyons, Margaret F.

A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates. Phase 2, Final Report.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Oct 74

Contract—OEC-0-73-5174

Note—168p.; For related documents, see SP 008 603-604

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Elementary School Teachers, \*Program Evaluation, \*Teacher Attitudes, Teacher Background, Teacher Characteristics, Teacher Education, Teacher Evaluation, \*Teacher Programs, \*Teaching Skills Identifiers—\*Teacher Corps

This report examines the second phase of a longitudinal impact study of the Sixth Cycle Teacher Corps. Phase 1 focused on the relationship of intern background and Teacher Corps Program characteristics to intern exit characteristics. Its goals were to: (a) contrast teacher performance and pupil gains of graduates with those of control group teachers; (b) analyze the relationship of teacher background, teacher education program, teacher performance, and pupil performance for the graduates; and (c) assess the effects of professional support which graduates and controls receive. The 84 subjects taught grades 2-6 in self-contained classrooms. Data about teacher and pupil performance were obtained through a classroom observation guide, teacher questionnaire, data, standardized reading test, and standardized self-concept scale. Graduates were superior to controls in developing ethically relevant curricula, using community resources and initiating contact with parents, and developing positive attitudes about reading development and the causes of poverty in society. Graduates facilitated greater self-concept development in pupils, but there was no significant difference in reading gains between the two groups. The consistent pattern of relationship between pupil variables and Teacher Program characteristics suggests that teacher training makes a difference on pupil behavior and on related teacher performance. (Author/HMD)

ED 098 236 95 SP 008 599

Paul, Douglas A.  
The Diffusion of an Innovation Through Interorganizational Linkages: A Comparative Case Study. Report from the Project on Organization for Instruction and Administrative Arrangements. Technical Report No. 308 (Parts 1 and 2).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-308

Pub Date Jul 74

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—425p.

EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE

Descriptors—\*Diffusion, \*Educational Innovation, Individualized Instruction, \*Information Dissemination, \*Multiunit Schools, Research and Development Centers, School Districts, Schools of Education, State Departments of Education

Identifiers—\*Individually Guided Education

The diffusion of Individually Guided Education in Multiunit Schools (IGE/MUS) from the Wisconsin R & D Center for Cognitive Learning to local schools, was explored in terms of the organizational relationships and roles between the R & D Center, resource system, state education agencies (SEA), teacher education institutions (TEI), both mediating systems, and local schools (LEA). The focus of the study revolved around the independent variables of linkage, structure, and capability and the dependent variable of diffusion. A semistructured interview schedule was used to collect data from system representatives in three states, to probe for relationships, unanticipated barriers, and concerns associated with diffusion. Major findings of the study were: (a) IGE/MUS is the goal which acts as reference point for system relationships; (b) linkage between the TEI and user system was positively related to diffusion of IGE/MUS; (c) frequency of interaction was, in descending order, TEI-user systems, resource system-mediating system, SEA-user system, and resource system-user system; and (d) internal factors of structure and capability had varying consequences on diffusion. Ancillary findings were that internal variables of structure and capability supported linkage; linkage constituted the primary means for facilitating the diffusion; and that the TEI exhibited disproportionately high influence on diffusion. (Author/HMD)

ED 098 237 95 SP 008 600

Allen, Vernon L. Devin-Sheehan, Linda  
The Tutor as Role Model: Effects of Imitation and Liking on Student Tutors. Report from the Project on Conditions of School Learning and Instructional Strategies. Technical Report No. 304.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-304

Pub Date Jun 74

Contract—NE-C-00-3-0065

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Affective Tests, Attitudes, \*Attitude Tests, Cross Age Teaching, \*Imitation, \*Role Models, \*Tutoring

The effect of different degrees of pupil imitation on male and female tutors' attitudes and behavior was investigated in this study. Subjects were 72 sixth grade students, half male and half female. A 3 x 2 x 2 factorial design was used (Pupil Imitation—Low, Medium, and High; Pupil Liking—Medium and High; and Sex—Male and Female). After two sessions of tutoring, tutors completed an opinion form in the presence of their pupils. Tutors were told that their pupils would complete an identical form but were in fact shown forms completed by the experimenter. Tutors were also shown a Tutor Evaluation Questionnaire supposedly completed by their pupils but in fact completed by the experimenter. Tutors were subsequently asked to complete an attitudinal measure dealing with their pupils and the tutoring experience. An analysis of data suggests that female tutors responded favorably to imitation by their pupils while male tutors preferred independent behavior on the part of their tutees. The results suggest that there may be an optimal level of conformity for children that varies depending on the sex of the child. (HMD)

ED 098 238 95 SP 008 601

Klausmeier, Herbert J. Fruth, Marvin J.

Residential Academic-Year Programs for Prospective Unit Leaders, Building Principals, and Reading Staff Teachers in Multiunit Schools—Elementary. Report from the Project on Multiunit Schools—Elementary. Technical Report No. 267.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-267

Pub Date Jul 73

Contract—NE-C-00-3-0065

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Change Agents, \*Change Strategies, Educational Change, \*Educational Innovation, Individualized Instruction, Leadership Training, \*Multiunit Schools

Identifiers—\*Individually Guided Education

This technical report provides summary information and evaluation of the activities that were carried out in the institutionalization phase of the implementation of the Individually Guided Education (IGE) Project in the Multiunit School—Elementary (MUSE). The institutionalization phase, the last of four, is defined as the introduction of IGE concepts and practices into undergraduate courses for prospective IGE teachers and into graduate programs for unit leaders and IGE principals. Three teacher education institutions developed academic year programs for IGE principals, unit leaders, and staff reading teachers. Federal funds were appropriated through the Wisconsin R & D Center for Cognitive Learning to the three institutions to aid in the development of the programs, and a limited number of fellowships, including tuition and stipends, were offered at each institution. The program developed at each institution, while not identical, followed the same basic four step model. The first half of the program was devoted to the acquisition of new knowledge, and the second half emphasized actual experience in IGE/MUS-E implementation. In general, the five academic year programs offered at the three institutions proved successful. It is felt that if the strengths of the various programs were combined, a stronger model of institutionalization of IGE/MUS-E could be developed. (HMD)

ED 098 239 95 SP 008 602

Church, John S. And Others  
Professional Resources for Teachers: Needs and Networks.

British Columbia Dept. of Education, Victoria; British Columbia Teacher's Federation, Vancouver; Educational Research Inst. of British Columbia, Vancouver.

Pub Date Sep 74

Note—142p.

Available from—B. C. Teachers' Federation, 1015-2235 Burrard Street, Vancouver 9, British Columbia (\$5.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Instructional Aids, Instructional Materials, Needs, Questionnaires, \*Resource Centers, \*Resource Materials, Surveys, Teachers

Identifiers—\*British Columbia

This document reports on a study of the resources available for teachers and on the usage of these resources in British Columbia. The methodology of the study was as follows: questionnaires were sent to all British Columbia schools, all district resources in British Columbia, and teacher organizations in other provinces; on-site visits to selected schools, the examination of internal records from the British Columbia Teacher Federation for patterns of usage, and the results of an experiment conducted at Fairburn Elementary School, Victoria which examined teacher usage at the University of Victoria library were also employed as methods. Analysis of results indicated that present professional educational resources and services are scattered in bits and pieces and uncoordinated; they must be coordinated to meet adequately even the present level of restricted demands of teachers. Eleven recommendations are made, including suggestions that a provincial professional education services council and a similar council for each school district be established. Descriptions of the resources available in selected districts, tables containing data from the study, and a description of the Fairburn experiment are also included in this document. The appendixes contain summaries and breakdowns of responses to questions on the questionnaire. (JA)

ED 098 240 95 SP 008 603

Marsh, David D. And Others

A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 1, Methodology and Findings. Final Report.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 74

Contract—OEC-0-73-5174

Note—186p.; For related documents, see SP 008 598 and 604

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Beginning Teachers, Elementary School Teachers, Performance Based Teacher Education, Program Effectiveness, \*Program Evaluation, \*Summative Evaluation, Teacher Background, \*Teacher Characteristics, \*Teacher Education, Teacher Programs

Identifiers—\*Teacher Corps

This report describes the first phase of a longitudinal study of the Sixth Cycle Teacher Corps program, focusing on the relationship between intern background characteristics, Teacher Corps Program characteristics, and intern exit characteristics. Data about all Sixth Cycle projects that prepared elementary school teachers were collected at each site by interview and questionnaire. Data about the exit characteristics of interns were gathered using: (a) classroom observation, (b) log of professional activities completed by interns over a week's time, (c) interviews, and (d) questionnaires completed by interns and their team leaders. Descriptive and analytic results are reported. Analytic findings are: (a) the relationship of intern exit skills was not very strong; (b) Teacher Corps Program characteristics rather than intern background characteristics were most closely associated with intern exit skills; (c) the extent that teacher competencies were specified and used by the project was not closely related to any intern exit skill; and (d) the sets of program characteristics that were most closely associated with intern exit skills were those pertaining to collaborative decision-making, personalization of the program for interns, and the community component. (Author/HMD)

ED 098 241 95 SP 008 604

Marsh, David D. And Others

A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 2, Instruments; Parts 1 and 2.

Contemporary Research, Inc., Los Angeles, Calif.



Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Oct 73

Note—404p. For related documents, see SP 008 598 and 603

EDRS Price MF-\$0.75 HC-\$19.50 PLUS POSTAGE

Descriptors—Data Collection, Educational Assessment, \*Measurement Instruments, \*Program Effectiveness, Questionnaires, Surveys, Teacher Characteristics, Teacher Education, \*Teacher Programs

Identifiers—\*Teacher Corps

Data collection instruments used in the first phase of a two phase longitudinal impact study of the Sixth Cycle Teacher Corps program are contained in this volume. The object of Phase 1 was to determine the relationship of intern background and Teacher Corps Program characteristics to intern exit characteristics. After a brief introduction, short descriptions of the intern background, program variables, exit variables, and institutional change instruments are presented. The remaining two sections of the volume are devoted to chronological presentation of the instruments themselves—the first part devoted to instruments used during the fall of 1972 and the second part to instruments used during the spring of 1973. Instruments used during 1972 obtained data on intern characteristics and program dimensions. Information about program variables, intern exit characteristics, and the impact of the Teacher Corps Program on its supporting institution of Higher Education was collected during the spring of 1973. (HMD)

ED 098 242 SP 008 605

DiNucci, James M. Felton, E. Lois B.

The Construction of a Muscular Strength Test Battery for Girls in the Primary Grades.

Pub Date 1 Apr 74

Note—5p. Paper presented at the National Convention of the American Alliance for Health, Physical Education and Recreation (Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Elementary Education, \*Females, \*Muscular Strength, \*Primary Grades, \*Test Construction, \*Tests

This study was designed to construct a gross muscular strength test battery for girls 6-9 years of age in grades 1-3. The subjects for this investigation were a random sample of 183 girls in grades 1-3 of the public schools of Natchitoches, Louisiana. The variables selected were 22 cable tension strength tests developed by Clarke and associates. The instrument selected for use was a 200 pound cable tensiometer. Subjects were administered the cable tension strength tests in a specific sequence which was selected for purposes of practicality and ease of administration. After completion of testing, the data were statistically treated in the following manner. Intercorrelations between all experimental test items were computed using the Pearson product-moment formula. The correlation coefficients were factor analyzed according to the principal axes method of factor analysis with the varimax criterion for rotation. As a result of this factor analysis, Knee Flexion, Shoulder Outward Rotation, and Hip Adduction were selected as the cable tension strength test items to include in a gross muscular strength test battery for girls in the lower elementary grades. (JA)

ED 098 243 SP 008 606

Centra, John A.

The Effectiveness of Student Feedback in Modifying College Instruction. Two Studies on the Utility of Student Ratings for Instructional Improvement. SIR Report No. 2.

Educational Testing Service, Princeton, N.J.

Spons Agency—ESSO Education Foundation, New York, N.Y.

Report No.—ETS-SIR-R-2

Pub Date 72

Note—35p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*College Students, Evaluation Methods, \*Feedback, Questionnaires, \*Teacher Evaluation, \*Teacher Improvement

This study, using a test group of five colleges—2 state colleges, a liberal arts college, a multipur-

pose college, and an urban community college—investigated the effects of student feedback on improving teaching at the college level. Students rated instructors with a 23-item "Student Instructional Report," which included course objectives, instructor preparation and organization, student-faculty interaction, student effort, and course difficulty and scope. Three test groups—the feedback (treatment) group, the nofeedback (control) group, and the posttest group were analyzed using multivariate analysis of variance (MANOVA) and regression analyses. Information retrieved included effects of subject area of the course, sex of the instructor, and number of years of teaching experience. Results of the study indicated that after reviewing student feedback, instructors who rated themselves more favorably than had their students were more apt to effect change in their teaching patterns. Evidenced also was the tendency of greater instructor change with interpretive assistance in analyzing results, and with more time in which to implement the change. While actual results and interpretation were left to the instructor, the ease with which student ratings can be employed seemed to warrant continuation of this method of improving college teaching. (JCW)

ED 098 244 SP 008 607

Behling, Herman E. DiTosto, Evelyn

A Summary of Competency-Based Teacher Education and Related Activities in Maryland.

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Colleges, Definitions, \*Performance Based Teacher Education, \*Performance Criteria, Public School Systems, Seminars, \*State Departments of Education, State Programs, Teachers, Workshops

Identifiers—\*Maryland

In recent years, the Maryland State Department of Education has made a great effort to improve teacher education programs and teacher certification in the state. Since 1971, the State Department of Education has evaluated and accredited teacher education programs at 21 of 22 colleges and universities on the basis of program approval rather than "credit counting." A program approval approach lends itself to defining competencies expected of a prospective teacher. The State Department of Education has initiated a series of workshops and seminars to assist colleges, public school systems, and classroom teachers in exploring the possibility of preparing and certifying teachers based on performance as well as on education and knowledge. In addition to providing information and demonstrations of performance-based teacher education, these activities have generated discussion on defining areas of competency. (JA)

ED 098 245 SP 008 608

The Cooperative Residency Program in Learning Disabilities.

Wisconsin State Univ., Whitewater. School of Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 74

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College School Cooperation, \*Field Experience Programs, Inservice Teacher Education, Laboratory Schools, Laboratory Training, \*Learning Disabilities, Models, Residence Requirements, \*Residential Programs, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

The University of Wisconsin-Whitewater's Learning Disability Residency Program is an inter-agency field-oriented teacher training program designed to meet the immediate and growing need for Learning Disabilities teachers in the state of Wisconsin. The specific objectives of the program include the following: (a) to provide a clinical year of selected and controlled field experiences for the Learning Disabilities resident under the guidance of a qualified Learning Disabilities teacher in a local school and under a university supervisor whose specialty is Learning Disabilities Teacher Education; (b) to develop a model for a full-year residency for teacher education; (c) to provide observations, conferences, team planning, and seminars for the resident; (d)

to provide meaningful inservice opportunities for the resident, cooperating teacher, and local education agency supervisors of Learning Disabilities programs; (e) to provide maximum opportunity to operationalize classroom learning from the Learning Disabilities course work. The Wisconsin State Department of Public Instruction, the local schools, and the Wisconsin Improvement Program are cooperating with the university in financial support of the program. Evaluation of the residency program is incomplete at present but indications are encouraging. (Author/JA)

ED 098 246 SP 008 609

Van Anne, Nancy

Life Through Play.

Pub Date 16 Nov 74

Note—13p. Paper presented to the Wyoming Association for Health, Physical Education and Recreation (Laramie, Wyoming, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Athletics, \*Definitions, Games, Literature Reviews, \*Physical Education, \*Play, Self Actualization, Self Concept

This speech presents a review of research concerning the nature of play. Some of the formal characteristics of play are: (a) it is distinct from ordinary life in its "temporariness" and its limited location; (b) there is an element of tension in play that leads to uncertainty concerning the outcome but at the same time provides the opportunity to test the player's prowess against the rules of the game; (c) even though it is removed from real life, play is quite serious; and (d) play is a voluntary activity that is spontaneous and pleasurable. Informal aspects of play are also cited as described by various writers. The reason man plays is an inner "need" to play—to seek meaning in life by testing himself, by being free with himself, by seeing what is inside himself. The author gives the following reasons as to why the concept of play is important for physical educators: (a) if physical education programs are to contribute to the well-being of children, youth, and adults, then any program of sports and games must be infused with the joyful inner-directed play element; (b) if the need for integration and self-actualization is so great in our society, and if games and sport can enhance the possibility of man's self-awareness, then a basic task of physical education must be to maximize the opportunities for these types of occurrences. (JA)

ED 098 247 SP 008 610

Journal of Proceedings [Annual Convention of the National Association of State Boards of Education, October 6-9, 1974].

National Association of State Boards of Education, Denver, Colo.

Pub Date Oct 74

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Conference Reports, Education, Educational Policy, Educational Trends, \*Professional Associations, \*State Boards of Education

This document presents the minutes of the 1974 Proceedings of the National Association of State Boards of Education, the budget proposed at the proceedings, and summaries of papers presented. Summaries are given of the following papers: (a) The Challenge of Educational Leadership: State Boards and Results Oriented Management; (b) Sex Bias Legislation in Education, the Future of Federal Support for Education, and Influencing Educational Legislation in Congress; (c) The Constitution, the States, and Education: Recent Developments; (d) State Boards Examined and Found Wanting; and (e) Race and Higher Education in America. (JA)

## TM

ED 098 248 TM 003 992

Harding, Larry G. And Others

An Evaluation of the Use of Chemically Treated Answer Sheets. Final Report. Technical Report No. 74-9.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-778-339; NPRDC-TR-74-9

Pub Date Mar 74

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-778 339, MF-\$1.45, PC-\$3.00)

Document Not Available from EDRS.

Descriptors—\*Answer Sheets, Comparative Analysis, Computer Assisted Instruction, Cost Effectiveness, \*Educational Programs, Feedback, Military Personnel, \*Military Training, \*Response Style (Tests), Statistical Analysis, \*Time Factors (Learning)

The study was an evaluation of chemically treated answer sheets as part of a system of Computer Managed Instruction. The performance of a group of students using chemically treated answer sheets was compared with that of a group using optically scannable sheets in terms of time to complete course material and errors on an end-of-course test. The results of the study indicate that training time was reduced about 15 percent by means of the chemically treated answer sheets and associated changes in procedures. (NTIS)

ED 098 249 TM 003 993

Dann, Joyce E. Abrahams, Norman M.

Occupational Scales of the Navy Vocational Interest Inventory: II. Reliability. Technical Report No. 74-5.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-770-557; NPRDC-TR-74-5

Pub Date Oct 73

Note—15p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-770 557, MF-\$1.45, PC-\$2.75)

Document Not Available from EDRS.

Descriptors—\*Enlisted Men, Interest Scales, \*Occupational Guidance, \*Occupational Tests, Tables (Data), \*Test Reliability

Identifiers—\*Navy Vocational Interest Inventory, NVII

The Navy Vocational Interest Inventory (NVII) was developed to help recruits determine the ratings corresponding most closely with their vocational preferences and in which they would probably be most satisfied. Recently, 15 occupational scales were constructed for the NVII to reflect the degree of relationship between an individual's interests and the interests of men; however, the scales' ability to differentiate between individuals in different ratings and to predict such criteria as job satisfaction must be evaluated using currently available data before the scales can be recommended for operational use. (NTIS)

ED 098 250 TM 004 004

Vogel, Paul G. Carmichael, Donald L.

Research and Evaluation in Curriculum Development.

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Curriculum Development, \*Educational Research, Elementary School Students, \*Evaluation, Physical Education, \*Research Design, Trainable Mentally Handicapped

Identifiers—\*I Can Project, Programmatic Research Project

Research and evaluation are crucial elements of the curriculum development process. Educational research properly includes "basic-nonvaluative" and "applied-evaluative research." Each species should be judged relative to its purpose and the degree to which systematic investigation occurs through the application of the scientific method. Evaluative or nonvaluative research must be justified in terms of the comprehensiveness of the knowledge base related to the project's development goals. Some overlap of research purposes between evaluative and nonvaluative research may occur with the improvement of evaluative research methodology. Relevancy to practical concerns may be improved by exploiting the mutual interdependence between evaluative and nonvaluative research. Practicing researchers must recognize the inherent differences of purpose between evaluative and nonvaluative research, and support each according to its particular strengths, if the full potential of the total educational research enterprise is to be realized. The I Can Project, an instructional program in physical education for trainable, mentally retarded, elementary school children, is presented as an example of the rela-

tionship between evaluative research and curriculum development. (Author/SE)

ED 098 251 TM 004 014

Bailey, John E., III

Predictive Ability of a Multi-Factor Grading System.

Pub Date Jul 74

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Academic Achievement, \*Achievement Tests, Elementary School Students, \*Grading, Mathematics Education, \*Predictive Measurement, Scores

Identifiers—\*Multi Factor Grading

This paper investigates the relationship between a multifactor grading system and standardized achievement test scores. The study attempts to measure not only achievement but also motivation and rate of progress. Two hypotheses are tested: (1) Teacher measures of application, improvement, and grade level do not bear a significant relationship to standardized test scores in mathematics. (2) Teacher measures of application and improvement do not add, significantly, in prediction to that provided by the grade level and class. The procedure of the study is described in light of the definition of terms, sample, instrument, design, and data analysis. It is clear from the data that the grades at this private day school bear a strong relationship to achievement test scores and are a good predictor of them. However, neither application nor improvement, as measured, added significantly to the straight achievement measure. The reasons for, and implications of, this result are explained. (SE)

ED 098 252 TM 004 024

Hatcher, Catherine And Others

The Prediction of Upper Grade Reading Achievement with Measures of Intelligence, Divergent Thinking, and Self-Concept.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Convergent Thinking, \*Divergent Thinking, \*Elementary School Students, Instructional Program Divisions, Multiple Regression Analysis, \*Reading Achievement, \*Self Concept, Sex Differences

Identifiers—Metropolitan Achievement Test, Otis Lennon Mental Ability Tests, Piers Harris Childrens Self Concept Scale, Torrance Tests of Creative Thinking

To answer questions concerning the simple and multivariate relationships of intelligence, divergent thinking, and self-concept with reading achievement, measures of verbal divergent thinking and self-concept were administered to 188 students from an urban, lower middle class, elementary school. Reading achievement and intelligence scores were identified from school records. Flexibility was the divergent thinking variable most highly related with reading. In the multiple regression analysis, flexibility appeared in each of the optimum prediction sets. The relationships of the other verbal divergent thinking variables (fluency and originality) and self-concept were complex and interactional with sex and grade level. (Author)

ED 098 253 TM 004 026

Kozma, Robert B. Bertscher, Harvey

Evaluation of a Self-Instructional Mini-Course on Empathic Responding.

Pub Date [Apr 74]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Autoinstructional Programs, \*Empathy, \*Evaluation, \*Graduate Students, Humanistic Education, Interpersonal Relationship, \*Sensitivity Training, Statistical Analysis, Tables (Data)

Studies of interpersonal helping processes have identified accurate empathic understanding as a skill significantly associated with effective helping. In recent years empathy training has become something of a fad, often involving expensive, time consuming marathon weekends. In reaction

to this trend a self-instructional package was designed to teach empathic responding. Results indicate that materials were effective in both individual and small group versions. There was no difference on judges' rating of performance of students taking materials individually or in small groups. Students' ratings of performance did not correlate with judges' ratings. (Author)

ED 098 254 TM 004 031

Babikian, Elijah Buchanan, Aaron

Developing a System of Criterion Referenced Assessment-Reteaching Cycles in Textbook Supported Mathematics Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date [Apr 74]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Content Analysis, \*Criterion Referenced Tests, \*Elementary School Mathematics, Feedback, \*Mathematics Instruction, Mathematics Materials, \*Models, Performance Criteria, \*Textbooks

A system for developing assessment-reteaching cycles referenced to instructional outcomes is projected to enhance the effectiveness of elementary school mathematics textbooks. Salient pre-cycle and paracycle features of the system are outlined. Procedures and activities to set the stage for instructional cycling are described, such as: translating the substance of activities provided in a mathematics textbook into instructional outcomes and performance modes, partitioning serially listed outcomes into 20-25 units, and developing criterion exercises for selected outcomes and performance modes in each unit. (Author)

ED 098 255 TM 004 032

Friedman, Martin R. And Others

Cognitive Style in Adults: The Effects of Different Task Instructions.

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Adults, \*Cognitive Processes, Females, \*Individual Differences, \*Response Style (Tests), Statistical Analysis, \*Testing, Test Reliability

Identifiers—Matching Familiar Figures Test

The present study attempted to modify the latencies and errors of adult women on the Matching Familiar Figures test (MFF) by systematically altering task instructions. The results indicated that latencies of impulsive subjects could be altered with "reflective" instructions, while the latencies of reflective subjects were resistant to change; instructions did not significantly alter errors of either reflective or impulsive subjects. Test-retest correlations as well as the relative resistance of errors to altered instructions was interpreted as supportive of the generality and stability of the reflection-impulsivity dimension of cognitive style with adults. (Author)

ED 098 256 TM 004 033

Egnoski, Eugene J. And Others

Positive Transfer and Negative Transfer Effects on

Paired Associate Learning by Retardates Controlled for Intelligence and Achievement.

Pub Date [74]

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Achievement, Analysis of Variance, Institutionalized (Persons), \*Intelligence, \*Mental Retardation, \*Paired Associate Learning, \*Transfer of Training

Twenty institutionalized adult retardates (10 men, 10 women) were administered paired-associate bigrams (letter-letter, letter-number, number-letter) in an A-B, B-C, A-C paradigm. One-half of the items were designed to enhance positive transfer and one-half negative transfer, and each subject learned both in scrambled (nonsystematized bias) presentations. Furthermore, two A-C lists were used so that the positive-transfer stimulus-items of one list became the negative-transfer stimulus-items of the other list,

and vice versa. Each subject learned one A-C list. A 2x2x2 analysis of variance (Sex x List A-C x Transfer) indicated significant differences between positive and negative Transfer (the repeated measure). Post-hoc analyses also related items that were learned fastest, middle or slowest and learners that were quicker or slower with Sex, List A-C, and Transfer. The paper begins with a brief historical review of paired-associate learning. (Author)

ED 098 257 TM 004 034

Dagenals, F.  
Identification of Most Successful Educational Programs and Their Characteristics.

Pub Date [Apr 74]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classification, Community Colleges, Discriminant Analysis, \*Educational Administration, Identification, Opinions, \*Program Evaluation, \*Reliability, \*Research Methodology, \*Vocational Education

Identifiers—\*Delphi Technique

Most successful vocational education programs are identified in 16 community colleges through the use of the Delphi method. The design provided for a reliability check on the Delphi technique through the use of two independent Delphi panels on each campus. Hard data on 36 "most successful" and 36 "other" programs on 12 campuses were analyzed as a further check on the panel results. The reliability of Delphi panels was established. Discriminant analysis correctly classified an impressive number of the programs identified by the Delphi technique. The identifying characteristics of successful programs span the area of student, curriculum, instructional, administration, and advisory committee. The educational use of the Delphi method is discussed. (Author)

ED 098 258 TM 004 037

Wentling, Tim L. And Others  
Development and Field Test of Strategies for Locally-Directed Evaluation of Career Education Programs.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Pub Date [Apr 74]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Needs, Evaluation Methods, \*Program Evaluation, \*School Districts

In response to a statewide need for locally-directed evaluation, the State of Illinois funded a locally-directed evaluation project. Developed by personnel from the University of Illinois and Northern Illinois University, this project was directed toward devising and delivering information and assistance to local education agencies (LEA's) to help improve program evaluation efforts. Project objectives were to: (1) identify local and state information needs, (2) develop eclectic evaluation strategies which meet the needs of local and state agencies, (3) field-test strategies in selected LEA's, and (4) disseminate selected locally-directed evaluation strategies to key administrators in LEA's via workshops. (Author)

ED 098 259 TM 004 038

Kozma, Robert B.  
The Effect of Empirically Validated Versus Reordered Inter and Intra-Sequencing of Instruction on Learning.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date [Apr 74]

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Experiments, \*Instructional Design, \*Learning Processes, Literature Reviews, Sequential Learning, \*Serial Learning, Statistical Analysis, Task Analysis, Tests of Significance, Time Factors (Learning), \*Validity

The sequences of learning sets (intersequence) and instructional events (intrasequence) were empirically validated for a hierarchy of concept and rule using skills. Experiments with high school students showed no differences between empirical and reordered inter- or intrasequence on time to mastery; nor was there a difference in the number of skills mastered between the empirical and reordered intersequence groups. The data suggest the use of examples allowed learners to acquire higher-order skills even though they did not at the same time demonstrate mastery of subordinate skills. Effectiveness of the instruction indicates that the events included are more critical than their sequence. (Author)

ED 098 260 TM 004 044

Martuza, Victor R. Bassett, Denise  
The Effects of Organization and Adjunct Pre-Questions on Performance on Three Types of Test Items Based on the Information in Bar Graph Stimuli.

Pub Date [Apr 74]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, \*Graphs, \*Item Analysis, \*Organization, \*Questioning Techniques, Tables (Data), \*Testing, Test Wiseness

Fifty-eight undergraduate and graduate student volunteers participated in a factorial experiment designed to test hypotheses about the effects of two levels of information organization and four types of adjunct prequestion treatments on performance on specific amount items and two types of items organized in the same manner as the graphical stimuli used. Significant organization x item type and prequestion x item type interactions suggest that these variables may differentially facilitate performance on the kinds of items used in this experiment. Potential implications for the educational use of graphical displays and suggestions for future research are presented and discussed. (Author)

ED 098 261 TM 004 050

Weber, Larry J. And Others  
The Evaluation of Learning Activity Packages Developed by the Interstate Distributive Education Curriculum Consortium.

Pub Date [Apr 74]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, \*Distributive Education, \*Evaluation Methods, \*Instructional Materials, \*Job Skills, \*Learning Activities, Performance Based Education, Sampling, Sequential Approach, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers—\*Learning Activity Packages

A description is given of the methodology and findings of an evaluation of learning packages (LAP's) developed for students in distributive education programs by representatives of the 11 state members of the Interstate Distributive Education Curriculum Consortium. A total of 445 packages was judged on characteristics relating to students, materials, administration, economics, and personnel. Analysis of the data revealed findings highly favorable to the LAP method of instruction when they were compared to criteria established by the consortium members. Results were important because they yielded information relevant to a major curricular endeavor in vocational education in the U.S. They represent findings about an initial attempt at using learning packages on a national basis. (Author)

ED 098 262 TM 004 051

Lockheed-Katz, Marlene  
Sex Bias in Educational Testing: A Sociologist's Perspective. Research Memorandum No. 74-13. Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-74-13

Pub Date Aug 74

Note—15p.; Paper presented at the International Symposium on Educational Testing (The Hague, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Evaluation Criteria, \*Females, Feminism, Item Analysis, Norms, Predictive Validity, \*Sex Discrimination, Sex Stereotypes, Sociology, \*Test Bias, \*Test Construction

Several criteria for assessing bias in educational tests are presented and discussed. These criteria were developed in accordance with basic notions of fairness, equality, and expanded life options for women. In terms of prescriptions for test developers, the criteria are: (1) tests should be constructed of items which contain either no sex references or equal sex references; (2) status of males and females within the test should be equal; (3) item content should not reinforce traditional sex stereotypes. Tests currently in use may be considered biased if: (4) item content in terms of male or female statuses or stereotypes affects the performance of males or females differentially; (5) the test predicts differentially for males and females; (6) the test is normed separately for males and females unless separate norms are used to insure balance in selection; (7) the test is constructed so that female futures may be separated from male futures. (Author/RC)

ED 098 263 95 TM 004 053

High School Equivalency Administrator's Manual. New York State Education Dept., Albany. Bureau of General Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Administrator Guides, Educational Certificates, \*Equivalency Tests, Individualized Instruction, \*Individual Needs, \*Management Systems, Manuals, Models, \*Program Administration, Student Evaluation, Teaching Skills, Test Wiseness

Identifiers—GED, \*General Educational Development Tests

New York State has provided an alternative in the high school equivalency program consisting of a thorough analysis of an individual's strengths and weaknesses in key academic skill areas essential to success in any formal postsecondary educational program followed by an individualized learning program designed to meet individual needs. This manual provides inservice training and information for teachers and administrators. An historical background and information on the content and technical features of General Educational Development (GED) Tests are provided. Directions on administering the program are supplied including scheduling, staffing patterns, basic instructional units, eligibility, entrance testing, diagnosis and prescription, and instruction and evaluation. A model is presented of a systems approach to individualizing the GED preparation process. The open ended program requires high level management skills. An exemplar of methods to manage specific problems arising in this course of study is provided in an interactional format. The final chapter discusses test wiseness. (RC)

ED 098 264 TM 004 059

Analysis of Standardized Testing Program Results 1973-74: Grades 1, 5, and 8 and ACT Report. New Mexico State Dept. of Education, Santa Fe.

Evaluation, Assessment, and Testing Unit.

Pub Date Apr 74

Note—72p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, \*Comparative Analysis, Ethnic Groups, Grade 1, Grade 5, Grade 8, Item Analysis, Scores, \*Standardized Tests, Student Characteristics, \*Testing Programs, \*Test Results

This survey of the standardized testing program summarizes the data accumulated from the most recent administration of selected instruments in October 1973. It compares these findings with information from previous years and points to a few trends and possible conclusions. Assessment of mental abilities—1973-74 is presented for grade 1, and assessment of aptitude and achievement—1973-74 is presented for grades 5 and 8. The ACT report includes information on the four measures of academic ability and data about additional student characteristics that appear to have a bearing on success in college. The appendixes contain the testing schedule 1969-74 and item analysis for grades 5 and 8. (RC)



ED 098 265 TM 004 063

Smith, Kirk H. And Others  
Constructive Processes in Memory for Order.  
Pub Date [May 74]

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cognitive Processes, Learning Processes, \*Memory, \*Retention Studies, Stimuli, Task Analysis  
Identifiers—Linear Ordering

The transformation of episodic inputs to semantic representations was studied in two very similar tasks. In one, subjects were required to infer the underlying four-term linear ordering from three comparative sentences such as, "The teacher is taller than the doctor." In the second task, subjects inferred underlying 4- and 5-digit strings, e.g., 5719, from series of three or four digit pairs, such as 57, 71, 19 or 19, 57, 71. In both tasks, variations in input order produced large, significant differences in the proportion of orders or strings correctly constructed. The following principle explains a major feature of these data as well as many of the errors subjects made: "As the twig is bent, so the tree's inclined." (Author)

ED 098 266 95 TM 004 065  
Baker, Eva L.

Practicum for Instructional Developers. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—R020520-FR

Pub Date Jun 74

Grant—OEG-0-72-4329

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Checklists, \*Formative Evaluation, Glossaries, Instructional Improvement, \*Instructional Materials, \*Instructional Programs, Post Testing, Pretesting, \*Program Administration, Questionnaires

The report describes the development of a project which produced an integrated set of materials on formative evaluation that are appropriate for use in graduate training, research and development settings, and public school personnel use. The objectives of the project were: (1) to identify relevant data sources for formative evaluation and to outline a plan that incorporated appropriate data sources; (2) to be able to display data from a variety of sources, to summarize information in nonstatistical ways, and to draw inferences about program components that require revision; and (3) to suggest revisions of instructional materials when provided with a program description and an unanalyzed data set. The materials were developed in the course of eight tryout and revision cycles and now meet the expectations of their designers. (Author)

## UD

ED 098 267 UD 014 617  
Higher Horizons 100, 1973-1974. Hartford Moves

Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date 11 Oct 74

Note—55p.; Parts of this document will not be clearly legible on reproduction due to the print size and quality of the original; Reproduced from the best available copy

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Career Planning, \*Compensatory Education Programs, Cultural Education, Cultural Enrichment, Guidance Services, High Schools, Middle Schools, \*Program Evaluation, Remedial Instruction, \*Secondary Education, \*Urban Education, Vocational Counseling, Vocational Development

Identifiers—Connecticut, \*Hartford, SADC, State Act for Disadvantaged Children

Originally planned to open in the fall of 1965 under funding from the Office of Economic Opportunity, and continued over the years with State Act for Disadvantaged Children funds, Higher Horizons 100 (HH100) was from its inception conceived as a ninth grade center where

a compensatory program would work. Despite its expansion from one team to a present total of four high school and four middle school teams, HH100 as a program continued to provide articulated services geared toward skill remediation, guidance services, and cultural exploration and these to groups of approximately 100 urban youngsters in each of the program's eight centers. While the cultural activity funds were necessarily limited, team members were still able to provide youngsters with a number of vocational, experiential, and career services as these were contemplated in the original and in subsequent proposals. As a model for secondary school compensatory education, the original format was set up to enable the HH team to plan activities and programs in conjunction with the students. Through a series of systematic formal and informal planning sessions, team members would receive continual participant feedback and could use this information as a basis for modifying the program so as to better individually diagnose needs and prescribe appropriate educational treatments. (Author/JM)

ED 098 268

UD 014 618

Nealine, Robert J.  
Instructional Centers, Hartford Nonpublic Schools. Hartford Moves Ahead: An Evaluative Report, 1973-1974.

Hartford Public Schools, Conn.

Pub Date Oct 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Compensatory Education Programs, Elementary Education, \*Individualized Instruction, Language Arts, \*Nonpublic School Aid, Paraprofessional School Personnel, \*Program Evaluation, Remedial Instruction, Remedial Mathematics, Secondary Education, Urban Education

Identifiers—Connecticut, Elementary Secondary Act Title I, ESEA Title I, \*Hartford

Since the project evaluation for the last years indicated that pupil achievement and growth were significant, the corrective program in reading, language arts, and mathematics operated with Title I, 1965 Elementary Secondary Education Act, and State Act for Disadvantaged Children funding was continued during the 1973-74 school year in seven elementary schools and one high school in Hartford. An Instructional Center approach was the core of this program in which specific remedial/corrective instruction was provided to eligible students who had reading, language, and/or mathematics learning problems. The instructional program emphasized corrective reading and language arts skills. Remedial mathematics instruction continued at the Cathedral of St. Joseph School and at St. Peter School. Instruction was provided on a scheduled basis during the regular school day. The equivalent of 13 full-time teachers were employed to teach in the Instructional Center Program. These teachers worked in teaching teams on a part-time basis, generally half days. In addition, eight instructional aides worked with children in the centers under the supervision of the instructional center teachers. These paraprofessionals allowed the teachers to offer more individualized and more intensive instruction to the students. (Author/JM)

ED 098 269

UD 014 619

English as a Second Language, 1973-1974. Hartford Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date Oct 74

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, \*English (Second Language), Guidance Services, Immigrants, \*Individualized Instruction, \*Program Evaluation, Puerto Ricans, Secondary School Students, \*Spanish Speaking, Urban Education

Identifiers—Connecticut, Elementary Secondary Education Act Title I, ESEA Title I, \*Hartford

The goal of the English as a Second Language (ESL) program, partially funded under Title I of the 1965 Elementary Secondary Education Act, is to help youngsters master the oral and written skills of English which are necessary for success in an English-speaking mainstream education. Since the non-English speaking youngster attends

an ESL class for only about one hour or less per day, the classroom teacher must see that her lessons are adapted to the comprehension level of the non-English speaking student, and that her instructions are understandable to him. The ESL teacher provides what is basically a supportive service. Working with small groups of children for part of each school day, the ESL teacher provides practice, experience, and serves as an English-speaking model to help youngsters understand and communicate in what is for them a new and different language. The ESL teacher also provides demonstration lessons and helps to integrate the non-English speaking student into the general classroom language program. Three reception areas also are in operation. Staffed by ESL teachers and bilingual assistants, each center provides orientational assistance, translational services, and instruction to one of the three schools which have the largest proportion of Puerto Rican youngsters in the city. (Author/JM)

ED 098 270

UD 014 620

Lasiter, Roy L., Jr.

The Association of Income and Educational Achievement. University of Florida Monographs. Social Sciences No. 30. Florida Univ., Gainesville.

Pub Date 66

Note—53p.

Available from—Univ. of Florida Press, 15 N.W. 15th Street, Gainesville, Florida 32603 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Age Differences, \*Census Figures, Cost Effectiveness, \*Educational Economics, Geographic Regions, \*Income, Private Financial Support, Racial Differences, Resource Allocations, Rural Urban Differences, School Support, Sex Differences, \*Statistical Analysis

This monograph uses the empirical relationship between income and years of school completed to examine differences in private economic incentives to invest in education among important segments of the population of the United States. Specifically, the relationship between income and education is examined as it is affected by race, sex, age, urban-rural residence, and region to determine the differences among these groupings, and the impact which these differences have on private incentives to invest in education. The data employed in this study are from the 1950 and 1960 Censuses of Population and represent estimates of the total population characteristics as derived from sample census data. The data relating income and education in the 1950 Census volumes represent estimates derived from a 3.3 percent sample of all census returns. The 1960 Census data were derived from either a 25 percent sample of housing units and persons in group quarters, or a 20 percent subsample of the original 25 percent sample schedules. It should be noted that the income estimates and/or rates of return derived from the cross-sectional census data do not reflect the secular growth of the economy or the increasing quality of education received. To this extent, the estimates developed in this study understate the worth of education. (Author/JM)

ED 098 271

UD 014 621

Smith, Kathleen, Ed.

Desegregation/Integration: Planning for School Change. A Training Program for Intergroup Educators.

National Education Association, Washington, D.C.

Pub Date 74

Note—112p.

Available from—National Education Association Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, Conn. 06516 (Stock No. 0-8106-1332-8-00; \$2.00, paper)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Change Strategies, Classroom Integration, \*Curriculum Development, Educational Administration, Educational Change, \*Educational Planning, \*Educational Programs, \*Inservice Teacher Education, Integration Effects, Integration Methods, Racial Integration, \*School Integration  
Identifiers—California

Western Regional School Desegregation Projects, University of California at Riverside, along with Community Resources Limited, designed and conducted a program to advance our infor-

mation, knowledge, and ability to plan school desegregation processes. Its purpose was to help narrow the time lag between local politically or court-mandated desegregation—physical mixing of races—and school integration—positive interracial relations and academic achievement in racially mixed classrooms. The method chosen was to train people who were planning school desegregation in California and other parts of the Southwest to act as school change agents. This meant they learned to direct workers in local schools and communities so as to promote school desegregation and integration and to improve interracial relations. The content of the training program was to include nine topics: the state of school desegregation, racism in American schools, the social and political structure of American schools and of the educational profession, alternative programs to support integration, theory and practice of making change in schools, coping with resistance, building support systems for consultants or change agents, and funding sources and other resources. A variety of instructional procedures were utilized to provide guidance, information, and experience in each area. (Author/JM)

ED 098 272 UD 014 622

Butler, Johnella Marable, Manning  
The New Negro and the Ideological Origins of the  
Integrationist Movement.

Pub Date 25 Oct 74

Note—14p.; Paper presented at the Annual Convention of the Association for the Study of Afro-American Life and History (Philadelphia, Pennsylvania, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Acculturation, \*Activism, African American Studies, Civil Rights, \*Literary Criticism, \*Literary History, Negro History, \*Negro Literature, Negro Organizations, Political Issues, \*Racial Integration, Racism, Twentieth Century Literature

The literature of the Negro Renaissance needs to be re-examined from the purview of the pervasiveness of the conflicts apparent in such literary themes as the tragic mulatto, the glorified and idealistic African past, the alienation from American culture, and an implied, and at times overt, self-hatred. The Renaissance literature reflects the reality of the Negro as he indeed perceived himself regardless of color—the reality of the psychological mulatto. Historically, black scholars must re-evaluate the origins of the integrationist movement. Even now most refuse to ask themselves if it was relevant to the African-American working class laborers and farmers whether or not a few Negroes got "equal opportunity" to become part of white America. Literary and other cultural aspects of the black American experience must be employed in the historiography of analyzing such questions as: Who really wanted this struggle for total assimilation in white culture and economics? Why is it that the Negro intellectuals, until recently, refused to be associated with anything "black," "revolutionary," or "African?" Unfortunately, present-day New Negroes, building on the faulty foundations of the 1920's, retard advancement of the race and deny the establishment of a legitimate black historical tradition and black literary tradition. (Author/JM)

ED 098 273 UD 014 623

Berger, Michael Louis  
Violence in the Schools: Causes and Remedies.  
Fastback No. 46.

Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.

Pub Date 74

Note—32p.

Available from—Phi Delta Kappa Educational Foundation, Box 789, 8th and Union, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Change Agents, \*Change Strategies, Communication Problems, Conflict Resolution, Crime, Discipline Policy, \*Educational Change, Governance, Leadership, School Attitudes, School Community Relationship, School Environment, \*School Policy, \*Urban Schools, \*Violence

Despite disagreement over how large a problem crime and violence actually is, there can be little question that violence affects school life. The

concern here is to assess the probable causes of such actions and to offer possible remedies for them. No one really knows the exact degree to which violence stems from the child, the home, the community, the school, or some combination of all these. It cannot be denied that urban society tends to be a violent one, and that aspects of it overflow into the school. On the other hand, it must be admitted that some antisocial behavior originates within the school and that some is reinforced by policies of and attitudes found in the school. It must be remembered that the school is never really a separate enclave which can remain untouched by the society it serves. Nonetheless, it might be said that the schools contribute to their own problem of crime and violence in three areas: governance, interpersonal communication, and leadership. Immediate measures are preventive. They do not provide remedies for the causes of urban school violence. We must concentrate our greatest efforts on changing the values and attitudes of those who attend and manage our schools. We must develop strategies to create an environment where students, teachers, and administrators can resolve conflicts peacefully. (Author/JM)

ED 098 274 UD 014 624

Solomon, Robert J., Ed.  
Proceedings of the Conferences on Improving  
School Effectiveness, San Francisco, California  
(and) Washington, D.C., May 1973.

Educational Testing Service, Princeton, N.J.

Pub Date 73

Note—122p.

Available from—Educational Testing Service, Princeton, New Jersey (\$5.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—Cost Effectiveness, Educational Finance, \*Educational Improvement, \*Educational Planning, Educational Policy, Educational Problems, \*Educational Quality, Public Education, \*Public Policy, School Community Relationship, \*School Organization, Social Values, Teacher Role

The contents of the proceedings of this conference on improving school effectiveness, the purpose of which was to bring together a group of speakers who, because of their outstanding work, could help clarify some of the major issues in this area and perhaps help to suggest some solutions, include the following papers: "Does Education Make a Difference?" Bernard C. Watson; "The New Skeptics Have Gone Too Far," James W. Guthrie; "Legal Influences on Education," John E. Coons; "Financing Public Education," Charles S. Benson; "Community Influences on Education," Michael W. Kirst; "Education and Social Goals," Seymour Martin Lipset; "Meeting the Needs of Minority Children," Julian Nava; "What Teachers Can Do to Improve School Effectiveness," David Selden; "New Trends in the Preparation of Teachers," Robin H. Farquhar; "Equality and Higher Education," Paul N. Ylvisaker; "State Planning for Quality Education," Russell W. Peterson; and, "NIE and School Effectiveness," Thomas K. Glennan, Jr. (Author/JM)

ED 098 275 UD 014 625

Sue, Stanley, Ed. Wagner, Nathaniel N., Ed.  
Asian-Americans: Psychological Perspectives.

Pub Date 73

Note—300p.

Available from—Science and Behavior Books, Inc., Palo Alto, California 94306 (\$5.95)

Document Not Available from EDRS.

Descriptors—Acculturation, \*Asian Americans, Crime, Ethnic Groups, \*Ethnic Relations, Ethnic Studies, Mental Health, Minority Groups, Personality, \*Psychological Characteristics, \*Psychological Studies, Sex Discrimination, \*Sex Role, Social Problems, Sociocultural Patterns

The contents of this book, the purpose of which is the integration of research findings with impressionistic material to provide a better understanding of Asian-Americans, are organized into five parts. Among the five articles included in Part I, "Introductory Section," are: "The Jap Image," D. Ogawa; "The Evacuation: Impact on the Family," James K. Morishima; and, "A White View of American Racism," Nathaniel N. Wagner. Among the five articles constituting Part 2, "Assimilation and Sex Roles," are: "Ethnic Identity": Honolulu and Seattle Japanese-American

icans," G.M. Matsumoto, G.M. Meridith, and M. Masuda; and, "Sex Temperament Among Japanese-American College Students in Hawaii," G. M. Meredith. Among the six articles included in Part 3, "Personality," are: "Acculturation and Personality among Japanese-American College Students in Hawaii," G. M. Meredith and C. G. W. Meredith; and, "Chinese-American Personality and Mental Health," S. Sue and D. W. Sue. Among the five articles constituting Part 4, "Mental Health," are: "Japanese-American Crime and Delinquency," H. H. L. Kitano; and, "Juvenile Delinquency in San Francisco's Chinese-American Community: 1961-1966," K. A. Abbott and E. L. Abbott. Among the six articles included in Part 5, "Contemporary Issues," is "The New Asian-American Woman," I. Fujitomi and D. Wong. (Author/JM)

ED 098 276 32 UD 014 626

Turner, W. E., And Others  
ESEA Title I Evaluation Report: Programs for  
Educationally Deprived Children. September  
1973-August 1974.

Wichita Unified School District 259, Kans.

Spons Agency—Kansas State Dept. of Public Instruction, Topeka.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—164p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

#### POSTAGE

Descriptors—Business Education, \*Compensatory Education Programs, Delinquents, Elementary School Students, Institutionalized (Persons), Preschool Programs, \*Program Evaluation, Pupil Personnel Services, Remedial Mathematics, \*Remedial Reading, \*Summer Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Kansas, \*Wichita

The major thrust of 1965 Elementary Secondary Education Act Title I, or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth), has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the system. Title I services were extended to 74 elementary schools and three junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction, mathematics instruction, and supportive services. In addition to the instructional activities mentioned above, other instructional programs were: Business Education for Delinquent Children, Neglected Children's programs, and Pre-School programs. Service activities were: Supplementary Counseling, Supplementary Health, and Family Social Services and Attendance. Also a broad range of similar activities was conducted during June and July as a part of the Title I summer school. A total of 4,292 public and 243 nonpublic children participated in all phases of Title I. Sixty-two percent of the pupils achieved at least one month's gain per month of instruction on the Gates-MacGinitie Vocabulary Test. (Author/JM)

ED 098 277 UD 014 627

Phillips, Beeman N., Ed.  
Assessing Minority Group Children.

Pub Date 73

Note—413p.

Available from—Behavioral Publications, 72 Fifth Avenue, New York, New York 10011 (\$9.95, cloth)

Document Not Available from EDRS.

Descriptors—Criterion Referenced Tests, Cultural Factors, \*Disadvantaged Youth, Educational Diagnosis, \*Educational Testing, \*Minority Group Children, Political Issues, \*Psychological Testing, School Psychologists, Test Bias, \*Testing Problems, Testing Programs, Test Interpretation

Contents of this book include the following collection of articles: "Assessing Minority Group Children: Challenges for School Psychologists," Thomas Oakland; "The NEA Testing Moratorium," Boyd Bosma; "Cultural Myopia: The Need for a Corrective Lens," Martin H. Gerry; "Assumptions Underlying Psychological Testing," T. Ernest Newland; "Criterion-Referenced and Norm-Referenced Assessment of Minority Group

Children." Clifford J. Drew; "Does the Pot Melt, Boil, or Brew? Black Children and White Assessment Procedures." Geneva Gay and Roger D. Abrahams; "Strategies for Assessing Intellectual Patterns in Black, Anglo, and Mexican-American Boys—Or Any Other Children—and Implications for Education." Mary Meeker and Robert Meeker; "Language Characteristics of Black Children: Implications for Assessment." Joseph H. Matluck and Betty J. Mace; "The Disadvantaged as a Social and Professional Phenomenon." Diane N. Bryen and Nettie R. Bartel; and, "Reviews of School Psychological Materials." Edward E. Gotta, Editor, with reviews by Barbara R. Lasser, Wayne Otto, and T. Ernest Newland. (JM)

**ED 098 278** UD 014 628

Goodman, James A., Ed.  
Dynamics of Racism in Social Work Practice.  
National Association of Social Workers, Washington, D.C.  
Pub Date 73  
Note—375p.  
Available from—National Association of Social Workers, 1425 H Street N.W., Washington, D.C. 20005 (\$6.50, paper)

Document Not Available from EDRS.

Descriptors—\*Community Development, Community Organizations, Curriculum Development, Minority Groups, Negro Attitudes, Negro History, \*Professional Education, Psychotherapy, Racial Attitudes, \*Racism, \*Social Factors, Social Structure, \*Social Work, Social Workers, United States History

This group of articles represents an attempt to offer a perspective on the therapeutic encounters between blacks and whites in the client-worker relationship, in which the problems in black-white interaction must be seen in the context of the societal forces that give rise to dysfunctional behavior at all levels of the community. The articles selected for Part 1, "The Setting," put the problem of black oppression in perspective. The section on treatment, Part 2, attempts to look at the problems and the hopes blacks and whites experience when they work together in helping ways. It also provides a basis for evaluating the unique ways in which sociocultural and ethnic considerations impinge on the capacity of the client and therapist to reach each other in order to confront the problem at hand. Although the articles on community organization—Part 3—are more descriptive than analytic, most of them stress the need for knowledge and skill. Part 4, on professional education, analyzes current educational practice, but also offers proposals to be tested in future educational endeavors. There is clear awareness that findings about reciprocal attitudes of whites and nonblack minority groups, explored in Part 5, are of concern. Yet most of the theory and much of the research has been related to black-white issues. (Author/JM)

**ED 098 279** UD 014 629

Johansen, Deborah, Ed.  
Alternatives in Print, 73-74: The Annual Catalog of Social Change Publications.  
American Library Association Social Responsibilities Round Table.

Pub Date 73  
Note—375p.  
Available from—Glide Publications, 330 Ellis Street, San Francisco, California 94102 (\$6.95, paper)

Document Not Available from EDRS.

Descriptors—Activism, Book Catalogs, Booklists, \*Catalogs, Community Change, Directories, Dissent, Freedom Organizations, Journalism, Library Materials, \*Publications, \*Publishing Industry, Resource Materials, \*Social Action, \*Social Change

Whether you are maintaining a large research collection on social change, providing additional resources to a small library or bookstore, or referring patrons to sources beyond the scope of your library, "Alternatives in Print" (AIP) will help you increase your service. AIP will provide you easy access to crucial but hard-to-locate materials that are in demand by students, the Third World, feminists, and other citizens concerned about issues of social change. For easier use, all subject headlines are listed in a Thesaurus of Subject Headings with cross references before the subject index itself. To avoid an unwieldy volume, indexing is by name of group rather than by individual title. The List of Social Change Publications is alphabetized by name of group, including the address for ordering purposes.

approximately 800 groups and small presses were contacted through mailing lists provided by the Central Committee of Correspondence, the SSRT Task Force on Minority Publishing, and the Committee of Small Magazine Editors and Publishers. Other names of groups were gleaned from various notices in the movement press. The Address List of Social Change Publishers may be used for quick checking by acquisition librarians and bookstore people for materials not included in other imprint lists. (Author/JM)

**ED 098 280** UD 014 630

Kwok, Irene  
Chinese Cultural Resource Book (For Elementary Bilingual Teachers).

San Francisco Unified School District, Calif.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74  
Note—330p.; Some sections may photograph poorly; Related documents are UD 014 631 and 632

**EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE**

Descriptors—Bilingual Education, \*Bilingual Teachers, Childrens Literature, Chinese Americans, \*Chinese Culture, Cultural Background, Cultural Education, Elementary Education, Elementary School Curriculum, \*Elementary School Teachers, \*Reading Materials, \*Resource Guides, Resource Materials

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This publication was prepared using funds provided by 1965 Elementary Secondary Education Act Title VII to the Chinese Bilingual Pilot Program. Teachers instructing in bilingual programs or in multicultural programs know the difficulty of introducing Chinese traditions to children without any resource guides or educational materials. This resource book is intended to provide some reading references to assist the teachers in these fields. The materials in this book are based mostly on personal experiences and research. Although these customs were experienced when the author was a child living in Hong Kong and Canton, they are still practiced in the Chinese-American communities today. The materials in this resource book are intended for teachers in the Chinese Bilingual Bicultural Programs. There are six sections: stories, poems, songs, games, art projects, and recipes. Each section is related to the five major Chinese festivals—Moon Festival, Winter Festival, Chinese New Year, Ching Ming, and Dragon Boat Festival. Some materials are also related to seasonal, transportation, and family topics. The story section includes Chinese legends, myths, and folktales. (Author/JM)

**ED 098 281** UD 014 631

Lew, Helene  
Chinese as a Second Language, Level I: Teacher's Manual.

San Francisco Unified School District, Calif.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74  
Note—163p.; Related documents are UD 014 630-632

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Bilingual Teachers, \*Chinese, Chinese Americans, Chinese Culture, Conversational Language Courses, Curriculum Development, Curriculum Guides, \*Elementary Education, Elementary School Teachers, \*Lesson Plans, \*Second Language Learning, \*Teaching Guides, Written Language

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

The lessons in this booklet are developed for the Chinese Bilingual Pilot Program, San Francisco Unified School District. The main objective is to teach Cantonese to non-Chinese speaking children so that they can use this new language in a meaningful way such as, carry on a simple conversation in that language. The ultimate goal in the oral segment is to have pupils demonstrate the progressive ability to carry on and understand a Chinese conversation with peers who are native Chinese speakers. The curriculum will also provide knowledge, insight, and an appreciation for

the cultural similarities and differences between Chinese and English speaking peoples. The format of the curriculum has the "ripple-effect." It evolves from the students' basic personal needs to their home, school, and community environments. Therefore, by relating their new language to their own needs and experiences, Chinese becomes meaningful to them. Language is cumulative. This system provides a review factor which relates each unit introduced to previous units taught. The purpose of the reading and writing segment is to show the language's possibilities and the pupil's potential to fully attain Chinese as a second language. It is hoped that this will further their interest in future Chinese studies. (JM)

**ED 098 282** UD 014 632

The Chinese Bilingual Pilot Program, ESEA Title VII, 1974: Program Guide.

San Francisco Unified School District, Calif.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74  
Note—39p.; Related documents are UD 014 630 and 631

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Bilingual Education, \*Chinese, Conversational Language Courses, Curriculum Development, Elementary School Curriculum, Paraprofessional School Personnel, Program Descriptions, \*Program Guides, Reading Programs, Secondary Education, \*Second Language Learning, Team Teaching

Identifiers—California, Elementary Secondary Education Act Title VII, ESEA Title VII, \*San Francisco

The 1965 Elementary Secondary Education Act Title VII Chinese Bilingual Pilot Program is a bilingual/bicultural program the purpose of which is to provide for the special educational needs of children who have limited English-speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families. The program is charged with developing and disseminating Chinese bilingual/bicultural curriculum materials, providing instruction in both English and Cantonese in the basic subject areas, providing the parents of our students with second language instruction in English and Cantonese, and developing an educational prototype which might serve as a replicable model for the development of a K-12 bilingual/bicultural program. A student in the program divides his school time between two teachers in two different classrooms: an English component class and a Chinese bilingual component class. The student will spend half the day in one class and the other half in the other. In some grades the alternation between components is every other day. The students are offered the following subjects: English reading and writing, Chinese reading and writing, spoken English, spoken Cantonese, mathematics, social studies/science, music, physical education, and art. (Author/JM)

**ED 098 283** UD 014 637

Evans, William R.  
School Entry Age and Future Adjustment of Inner City Children.

Pub Date 74  
Note—13p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Adjustment Problems, \*Admission (School), \*Behavior Problems, Classroom Environment, \*Disadvantaged Youth, \*Kindergarten Children, Measurement Techniques, Sex Differences

Identifiers—Peterson and Quay Behavior Problem Checklist

Randomly selected fourth grade teachers completed the Peterson and Quay Behavior Problem Checklist on 304 inner city children classified according to their age at entry into kindergarten. Findings revealed that earlier entry age children (children who were comparatively young when they started school) scored highest on the conduct subtest of the Behavior Problem Checklist, indicating more behavior problems; average entry age children scored second highest; and, children in the later entry age the lowest. These indicate higher behavior problem scores among earlier entry age children. Comparisons



which reached statistical significance were between earlier entry age and later entry age groups on the conduct subtest, and between sexes on the conduct and inadequacy-immaturity subtests, with males manifesting more problems than females. (Author/RJ)

# Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

## Ability

A Comparative Analysis of Selected Mechanical Aspects of the Ice Skating Stride.

ED 098 149

## Academic Achievement

Academic Grade Inflation at Broward Community College.

ED 097 952

The Academic Performance of Missouri Junior College Transfer Students at the University of Missouri-Columbia.

ED 097 934

An Analysis of Current Grade Point Averages of Employed Full-Time Students at Wilkes Community College.

ED 097 939

Applicability of ACT Scores to the Prediction of Success in Business, Mathematics, and Science Courses at Rhode Island Junior College.

ED 097 946

The Association of Income and Educational Achievement. University of Florida Monographs. Social Sciences No. 30.

ED 098 270//

A Comparative Study of CHEM Study and Traditional High School Chemistry in Relation to Students' Success in College Chemistry.

ED 098 013//

The Effect of a Public School Field Experience upon Student Achievement, Educational Philosophy, and Attitudes in an Introductory Educational Psychology Course.

ED 098 171

The Inmate as Student--An Investigation of Formerly Incarcerated Students Attending the University of South Carolina. Research Notes No. 21.

ED 097 591

Predictive Ability of a Multi-Factor Grading System.

ED 098 251

Rural Family Life Style and Sons' School Achievement.

ED 097 987

Study of Missouri Junior/Community College Transfer Students.

ED 097 935

Study of Missouri Junior College Transfer Students.

ED 097 936

## Academic Education

The Community College Counselor Is the College's Primary Institutional Leader in the "Cooling Out" Process.

ED 097 937

## Acceleration

Are Transition Periods the Optimal Time for Acceleration? The Training of a First Order Conservation in Young Children.

ED 097 986

## Accounting

Control Systems in Accounting; Business Education: 7709.21.

ED 097 568

Partnership Accounting; Business Education: 7709.11.

ED 097 572

Special Bookkeeping Applications; Business Education: 7708.41.

ED 097 571

## Accreditation (Institutions)

Accreditation Problems and the Promise of PBTE.

ED 098 142

Private Accreditation and Public Eligibility. Volumes 1 and 2.

ED 097 858

## Achievement

Achievement Gains as a Function of Teaching Duration for Introductory Physical Science.

ED 098 023//

A Comparative Study of Mathematics Achievement by Sixth Graders and Eighth Graders, 1936 to 1973, 1951-55 to 1973, and 1965 to 1973.

ED 098 052//

The Effect of Flexible Modular Scheduling on Student Achievement in BSCS Biology.

ED 098 017//

Positive Transfer and Negative Transfer Effects on Paired Associate Learning by Retardates Controlled for Intelligence and Achievement.

ED 098 256

## Achievement Rating

A Study of Grading Practices in Institutions of Higher Education.

ED 097 846

## Achievement Tests

Predictive Ability of a Multi-Factor Grading System.

ED 098 251

## Activism

The New Negro and the Ideological Origins of the Integrationist Movement.

ED 098 272

Students' Reactions to Watergate.

ED 098 089

## Activity Learning

Activity Group Guidance: A Developmental Approach for Counselors.

ED 097 595

Primary Environmental Education Project: Teacher's Guide and Modules 1, 2, and 3.

ED 098 084

## Activity Units

American Business: What Is It? Why Is It Important?

ED 097 424

## Adjustment (to Environment)

A Delphi Study of the Future of the Family.

ED 097 594

## Adjustment Problems

School Entry Age and Future Adjustment of Inner City Children.

ED 098 283

## Administration

Administering the Individualized Instruction Program.

ED 098 182//

## Administrative Organization

Organization of State Services for the Mentally Retarded: A Source Book.

ED 097 793

## Administrator Attitudes

Planning for Interagency Cooperation in Rural Development. CARD Report 45.

ED 098 006

Some Suggested Advantages and Disadvantages of Collective Bargaining. Special Report No. 1.

ED 097 821

## Administrator Education

An Indian Philosophy of Education.

ED 098 003

School Planning Manual.

ED 097 753//

## Administrator Guides

Building a Bridge of Communication.

ED 097 945

High School Equivalency Administrator's Manual.

ED 098 263

What Is a Day's Work? A Personnel Practices Guide for Household Employees and Employers.

ED 097 432//

## Administrator Responsibility

Building a Bridge of Communication.

ED 097 945

**Admission (School)**

Review of the Evaluative Literature on Open Admissions at CUNY. ED 097 816

School Entry Age and Future Adjustment of Inner City Children. ED 098 283

**Admission Criteria**

Review of the Evaluative Literature on Open Admissions at CUNY. ED 097 816

**Adolescents**

Parent Ratings of Behavioral Patterns of Youths 12-17 Years. Vital and Health Statistics Series 11, No. 137. ED 097 615

**Adoption (Ideas)**

The Diffusion of Information Innovations. ED 097 892  
Perceptions of New Social Studies Projects and Their Adoption in Four States. ED 098 141

**Adult Basic Education**

ABE Staff Development Needs Assessment in Minnesota: A Report. ED 097 458

An Assessment of Adult Basic Education in Shelby County, Tennessee. ED 097 537

A Guide for Reading Instruction in Adult Basic Education. ED 097 459

A Place to Be, Filmstrip Manual. The Environment and Society. Adult Basic Education. ED 098 047

A Reading Program Resource Manual For Adult Basic Education. ED 097 501

**Adult Education**

Assessment and Programming For Personnel Development in Adult Education—State of Iowa. Final Report. ED 097 444

Continuing Education for Women at Mesabi Community College. ED 097 928

Critical Issues in Continuing Education in Nursing. ED 097 554

Directory of Resources in Adult Education. ED 097 413

The Importance of Service: Federal Support for Continuing Education. Eighth Annual Report of the National Advisory Council on Extension and Continuing Education. ED 097 827

Innovation Dissemination in Adult Education. ED 097 486

Learning Interests and Experiences of Adult Americans. ED 097 421

Resource Manual for Teachers of Non-English Speaking Adults. Fourth Edition. ED 097 563

**Adult Learning**

Learning Interests and Experiences of Adult Americans. ED 097 421

**Adult Reading Programs**

A Reading Program Resource Manual For Adult Basic Education. ED 097 501

**Adults**

Adults Thinking the Way We Think Children Think, But Children Don't Think That Way. ED 097 970

Cognitive Style in Adults: The Effects of Different Task Instructions. ED 098 255

Drug Usage Rates as Related to Method of Data Acquisition. Technical Report No. 74-20. ED 097 618

The Effect of a Three-Month Physical Fitness Program on Serum Free Cholesterol. ED 098 166

Exercise Programming for Cardiacs—A New Direction for Physical Therapists. ED 098 146

**Adverbs**

Verbal Aspect in Kusalean and Ponapean. Working Papers in Linguistics, Vol. 5, No. 9. ED 097 801

**Advisory Committees**

Wisconsin Legislative Council Report to the 1973 Legislature on the Activities of the Menominee Indians Committee. ED 098 008

**Advocacy**

Corruption of Client Advocacy in a Community Mental Health System. ED 097 616

**Aesthetic Education**

Three Essays in Aesthetics: 1. A Theory of Art as a Threefold Relation Among Artist, Work of Art and Audience, 2. Toward a Theory of Narrative Film, and 3. An Analytical Description of the Film "Notorious." ED 097 751

**Affective Behavior**

The Importance of Teaching a Win-Win Philosophy. ED 097 912

Interaction Analysis: A Mini-course from the Far West Laboratory. ED 098 155//

Left-Handed Teaching; Lessons in Affective Education. ED 098 228//

On Shame, Identity and the Dynamics of Change. ED 097 605

**Affective Objectives**

Learning Climate as It Affects the Cognitive and Affective Learning of a Selected Group of Students. ED 097 721

Report on Evaluation Activities of the Bread and Butterflies Project. ED 097 921

**Affective Tests**

Cognitive and Affective Dimensions in Health Related Education. Proceedings of a Conference (Gainesville, Florida, January 1974). ED 097 481//

**Africa**

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 6, No. 3. 1972. ED 098 094

**African Literature**

The Afro-American in Books for Children Including Books About Africa and the West Indies. Revised Edition. ED 097 885

**Age**

Unit on Aging. ED 098 125

**Age Differences**

Adults Thinking the Way We Think Children Think, But Children Don't Think That Way. ED 097 970

The Influence of "Misterogers Neighborhood" on Nursery School Children's Prosocial Behavior. ED 097 974

**Agency Role**

Special Education Programs & Services. [Bureau of Indian Affairs Guidelines]. ED 098 000

**Agenda Setting**

A Progress Report on Agenda-Setting Research. ED 097 682

**Aggression**

Effects of Television Viewing in an Experimental Aggression Paradigm. ED 097 608

Exposure to Filmed Violence and Children's Tolerance of Real Life Aggression. ED 097 975

**Agricultural Education**

Individualized Study Guide on Apiculture: Instructor's Guide. Curriculum Materials for Agricultural Education. ED 097 558

Individualized Study Guide on Apiculture: Student Guide. Curriculum Materials for Agricultural Education. ED 097 559

**Agricultural Occupations**

Individualized Study Guide on Apiculture: Instructor's Guide. Curriculum Materials for Agricultural Education. ED 097 558

Individualized Study Guide on Apiculture: Student Guide. Curriculum Materials for Agricultural Education. ED 097 559

**Air Conditioning**

Fundamentals of Refrigeration; Air Conditioning and Heating Mechanics 1—Appliance Repair 2: 9013.01 and 9025.05. ED 097 467

Room Air Conditioners; Appliance Repair—Advanced: 9027.04. ED 097 522

**Air Conditioning Equipment**

Fundamentals of Refrigeration; Air Conditioning and Heating Mechanics 1—Appliance Repair 2: 9013.01 and 9025.05. ED 097 467

Room Air Conditioners; Appliance Repair—Advanced: 9027.04. ED 097 522

**Air Force**

An Annotated Bibliography on Social Reinforcement: Evaluative Abstracts of Research and Theory. Interim Report, June 1972-October 1973. ED 097 871

Increasing and Evaluating the Readability of Air Force Written Materials. ED 097 640

Precision Measuring Equipment (PME) Individualized Instruction. Final Report. ED 097 874

Some Considerations in the Design and Utilization of Simulators for Technical Training. ED 097 919

**Air Pollution Control**

Air Pollution. Environmental Ecological Education Project. ED 098 071

**Algebra**

Learning Activity Package, Algebra 93-94, LAPs 12-22. ED 098 061

Learning Activity Package, Algebra 103-104, LAPs 23-33. ED 098 062

Learning Activity Package, Algebra 124, LAPs 46-55. ED 098 063

**Allied Health Personnel**

Cognitive and Affective Dimensions in Health Related Education. Proceedings of a Conference (Gainesville, Florida, January 1974). ED 097 481//

**Alternative Schools**

A Catalog of Optional Learning Environments in New York State Schools. ED 097 782

Diversification of Tertiary Education. ED 098 101

Providing Optional Learning Environments in New York State Schools. ED 097 770

Study of Participation in Governance by Representative Groups in Southeast Alternatives. ED 097 771

**Alum Rock**

The Politics and Administration of the Voucher Demonstration in Alum Rock: The First Year, 1972-1973. Analysis of the Education Voucher Demonstration. A Working Note. ED 097 765

**American Business**

American Business: What Is It? Why Is It Important? ED 097 424

**American Culture**

National Humanities Faculty Working Papers. The Logic of Freedom; What Makes an American an American; The Authority of Biosocial Factors. ED 098 129



**American Federation of Teachers**

AFT Membership by States and  
Local Membership Years 1973 and 1974.  
ED 097 767

**American History**

Ethnic History in Pennsylvania: A Selected  
Bibliography.  
ED 098 111

**American Indians**

Arizona Commission of Indian Affairs 1973-74  
Annual Report.  
ED 098 007

Famous Indians: A Collection of Short Biog-  
raphies.  
ED 098 004

Index to Bibliographies Held by Project Media.  
ED 097 901

Indian Health Trends and Services, 1974 Edi-  
tion.  
ED 098 009

An Indian Philosophy of Education.  
ED 098 003

Planning and Operating an Individualized  
Learning Center.  
ED 097 879

Special Education Programs & Services. [Bureau  
of Indian Affairs Guidelines].  
ED 098 000

The State of Navajo Education.  
ED 098 012

Wisconsin Legislative Council Report to the  
1973 Legislature on the Activities of the  
Menominee Indians Committee.  
ED 098 008

**American Literature**

American Literary Radicals from Jefferson to  
Ginsberg.  
ED 097 697

**American Studies**

National Humanities Faculty Working Papers.  
[Papers Describing the Content of Humanities  
Programs.]  
ED 098 128

**Ancillary Services**

Disadvantaged-Handicapped Identification and  
Supportive Service Delivery System,  
Southwestern College, Spring 1974.  
ED 097 938

**Annotated Bibliographies**

The Afro-American in Books for Children In-  
cluding Books About Africa and the West In-  
dies. Revised Edition.  
ED 097 885

An Annotated Bibliography on Social Rein-  
forcement: Evaluative Abstracts of Research  
and Theory. Interim Report, June 1972-October  
1973.  
ED 097 871

Bibliographie Moderner Fremdsprachenunter-  
richt. (A Bibliography of Modern Foreign Lan-  
guage Instruction.) Vol. 4, No. 3.  
ED 097 798

A Bibliography on Professionalization and Col-  
lective Bargaining.  
ED 098 186

Canadian Masters' Theses in Reading Educa-  
tion: An Annotated Bibliography.  
ED 097 663

China: A Resource and Curriculum Guide.  
ED 098 113//

Educational Sciences; Current Research,  
France 1971-72.  
ED 098 095

Georgia Journalism: A Selected, Annotated  
Bibliography.  
ED 097 713

Index to Bibliographies Held by Project Media.  
ED 097 901

National Humanities Faculty Working Papers.  
Readings and References in the Humanities.  
ED 098 130

Open Education: Review of the Literature and  
Selected Annotated Bibliography. Reports in  
Education, No. 4.  
ED 097 962

Research, Demonstration, and Evaluation Studies:  
Fiscal Year 1973.  
ED 097 988

Research Relating to Children. Bulletin 29:  
September 1971-February 1972.  
ED 097 998

Research Relating to Children. Bulletin 30:  
March 1972-August 1972.  
ED 097 988

A Selected Bibliography for Non Middle-Class  
Children, Grades 1-3.  
ED 097 999

Selected Bibliography of Educational Materials:  
Algeria, Libya, Morocco, Tunisia. Vol. 6, No.  
3. 1972.  
ED 098 094

SIG: Professors of Educational Research. Text  
Survey.  
ED 098 191

The World of Work: Vocational Education in  
Elementary Schools.  
ED 097 435

**Annual Reports**

Annual Evaluation Report [Florida Vocational  
and Technical Education]: Fiscal Year 1973.  
ED 097 488

Annual Report July 1973 to June 1974. In-  
stitute of Library Research, University of  
California - Berkeley.  
ED 097 884

Arizona Commission of Indian Affairs 1973-74  
Annual Report.  
ED 098 007

Career Education [in Arizona]: Annual Report,  
FY 73.  
ED 097 561

The Commonwealth Fund. Fifty-Sixth Annual  
Report for the Year Ended June 30, 1974.  
ED 097 822

Indiana Career Resource Center; Annual Re-  
port: 1973-74.  
ED 097 470

**Answer Sheets**

An Evaluation of the Use of Chemically  
Treated Answer Sheets. Final Report. Techni-  
cal Report No. 74-9.  
ED 098 248//

**Anthologies**

To Serve the Future Hour. An Anthology on  
New Directions for Nursing. Pathways to Prac-  
tice, Vol. 2.  
ED 097 849

**Anthropology**

Some Observations Concerning Ethnography  
and the Improvement of Research in Social  
Education.  
ED 098 115

The Teaching of Visual Anthropology at Tem-  
ple.  
ED 098 135

**Anxiety**

The Effects of a Supportive and Nonsupportive  
Audience upon Learning a Gross Motor Skill.  
ED 098 163

**APL**

The Survey; An Interdisciplinary Computer Ap-  
plication.  
ED 097 887

**Appliance Repairing**

Automatic Dryers--Components and Opera-  
tions; Appliance Repair--Intermediate: 9025.01.  
ED 097 438

Domestic Refrigerators; Appliance Repair--Ad-  
vanced: 9027.03.  
ED 097 473

Orientation, Shop Tools and Equipment; Ap-  
pliance Repair--Basic: 9023.01.  
ED 097 468

Refrigeration Controls: Electrical & Mechan-  
ical; Appliance Repair 3: 9027.02.  
ED 097 441

The Refrigeration System; Appliance Repair--  
Advanced: 9027.01.  
ED 097 440

Washing Machines--Components & Operations;  
Appliance Repair 2: #9025.03.  
ED 097 437

Waterheaters and Dishwashers; Appliance  
Repair--Beginning: 9023.04.  
ED 097 439

**Applied Linguistics**

Periodicals in the Field of Applied Linguistics.  
An International Survey.  
ED 097 809//

**Arabs**

Along Freedom's Double Edge: The Arab Press  
Under Israeli Occupation.  
ED 097 685

**Area Studies**

Western European Studies in the United States.  
Final Report.  
ED 098 090

**Arizona**

Arizona Commission of Indian Affairs 1973-74  
Annual Report.  
ED 098 007

Career Education [in Arizona]: Annual Report,  
FY 73.  
ED 097 561

Career Education & You--The Teacher.  
ED 097 574

Field Test Report: Volume 1, All Units.  
ED 097 482

Framework for Home Economics Related Oc-  
cupations.  
ED 097 484

**Arkansas State University**

An Environmental Study of Arkansas State  
University as Perceived by Students. Fall 1972.  
ED 097 841

Factors Affecting Freshmen Enrollment at Ar-  
kansas State University. Fall 1973.  
ED 097 840

Progress Report Number Four on Arkansas  
State University's Participation in the College  
Level Examination Program (CLEP) 1973.  
ED 097 836

**Armed Forces**

Career Potential of Enrollees in PLC, ROC and  
AVROC: A Comparison of Surveys Conducted  
in May 1972 and May 1973.  
ED 097 491

Examination of Job Satisfaction Data in the  
U.S. Marine Corps Task Analysis Program.  
ED 097 613

**Art**

Three Essays in Aesthetics: 1. A Theory of Art  
as a Threefold Relation Among Artist, Work of  
Art and Audience, 2. Toward a Theory of Nar-  
rative Film, and 3. An Analytical Description  
of the Film "Notorious."  
ED 097 751

**Art Activities**

Advertising Design. Art Education: 6693.07.  
ED 098 109

**Art Education**

Advertising Design. Art Education: 6693.07.  
ED 098 109

Brush Lettering I; Commercial and Advertising  
Art--Basic: 9183.05.  
ED 097 457

Brush Lettering II; Commercial and Advertising  
Art--Intermediate: 9185.01.  
ED 097 452

Color; Commercial and Advertising Art--Basic:  
9183.04.  
ED 097 456

Container Design and Packaging; Art Educa-  
tion: 6693.13.  
ED 097 466

Cutawl Techniques and Silk Screen; Commer-  
cial and Advertising Art--Intermediate:  
9185.03.  
ED 097 476

Orientation to Commercial and Advertising  
Art; Commercial and Advertising Art--Basic:  
9183.01.  
ED 097 453

Producing Commercial and Advertising Art  
Posters; Commercial and Advertising Art--In-  
termediate: 9185.02.  
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ED 098 099

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Career Education: The Epistemology of Career Education and the Development Via Delphi Technique of the Conceptual Career Education Model for Yonkers, New York. Interim Report.

ED 097 478

## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through December 1974 issues of Research in Education (RIE):

### ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

### ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

### Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

### ADMISSIONS COUNSELORS 380

### ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

### AEROSPACE EDUCATION 140

UF Aerospace Science Education

### AESTHETIC EDUCATION 140

UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

### ALCOHOLIC BEVERAGES 250

### ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANEMIA 250

UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ANSWER SHEETS 520

SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.

UF Answer Booklets  
Answer Cards

### ARCHERY 390

### ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g. Esperanto and Interlingua.

UF Constructed Languages

### ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians  
American Orientals  
Oriental Americans

### ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### ASSISTANT PRINCIPALS 380

### BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate  
Natality

### BODY LANGUAGE 080

### CAPITALISM 480

### Career Development

USE VOCATIONAL DEVELOPMENT

### CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

### CHEMICAL NOMENCLATURE 400

### CHILD ADVOCACY 480

SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

### CHILDRENS LITERATURE 260

SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

### COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

### CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

### CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

### CONSERVATION (ENVIRONMENT) 460

SN Preservation of the environment, including natural resources, from loss, waste, or harm.

### CONSTRUCTION MANAGEMENT 020

### CORPORAL PUNISHMENT 310

SN Infliction of physical pain upon one person by another.

### COST INDEXES

SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

UF Index Numbers (Costs)  
Price Indexes

### CUBANS 380

### CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

### DAILY LIVING SKILLS 010

SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

UF Fundamental Skills (Daily Living)

### DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

### DELIVERY SYSTEMS 020

SN Organizational and administrative aspects of the provision of services.

### DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

### DESIGN BUILD APPROACH 020

SN Entering into a single contract for design services and construction services.

UF Design Construct Method  
Turnkey Building



**DIMENSIONAL PREFERENCE 060**

SN Cue response to color, form, or size.

**Diplomacy**

USE FOREIGN RELATIONS

**DIPLOMATIC HISTORY 260**

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

**Diplomatic Policy**

USE FOREIGN POLICY

**DISARMAMENT 480**

UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

**DISSENT 060**

UF Dissensus

**DRINKING 250**

SN Consumption of alcoholic or other beverages.  
UF Social Drinking

**DRUG EDUCATION 140**

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

**Ecosystems**

USE ECOLOGY

**EDITING 080**

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.  
UF Copyediting

**EDITORIALS 050****EDUCATIONAL ALTERNATIVES 140**

SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).  
UF Alternative Education  
Educational Choice  
Instructional Alternatives  
Teaching Alternatives  
Training Alternatives

**EDUCATIONAL ANTHROPOLOGY 480**

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

**EDUCATIONAL ASSESSMENT 180**

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

**EFFICIENCY 180**

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

**ENCAPSULATED FACILITIES 210**

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

**ENERGY CONSERVATION 460**

SN Preventing loss or waste of energy.

**ENGLISH FOR SPECIAL PURPOSES 300**

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

**ETHNOCENTRISM 040**

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

**EXTERNAL DEGREE PROGRAMS 140**

UF Extended University  
Open University  
University Without Walls

**FACILITY PLANNING 210****FAST TRACK SCHEDULING 020**

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially

**FOUND SPACES 210**

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**FULL STATE FUNDING 220****Fundamental Skills (School)**

USE BASIC SKILLS

**Future Studies**

USE FUTURES (OF SOCIETY)

**FUTURES (OF SOCIETY) 480**

UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology

**GENERATIVE PHONOLOGY 290**

SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

**GLOBAL APPROACH 480**

SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.  
UF International Approach  
Worldmindedness  
Worldwide Approach

**HISTORIOGRAPHY 260**

SN Research into and writing of history.

**HOMOSEXUALITY 060**

UF Lesbianism

**HUMANISTIC EDUCATION 140**

SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.  
UF Affective Education  
Confluent Education  
Human Relations Education  
Psychological Education  
Values Education

**HUMANIZATION 490**

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.  
UF Dehumanization

**HYBRID AIR STRUCTURES 210**

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

**IDEOGRAPHY 290**

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

**Intergovernmental Organizations**

USE INTERNATIONAL ORGANIZATIONS

**International Behavior**

USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**

UF War Crimes

**INTERNATIONAL LAW 230**

UF International Legal Analysis  
International Torts  
Law of Nations

**International Policy**

USE FOREIGN POLICY

**International Politics**

USE FOREIGN RELATIONS

**ITEM BANKS 520**

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.  
UF Item Pools

**Labor Demand**

USE MANPOWER NEEDS

**LAND ACQUISITION 020****LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

**LEAD POISONING 250****Learning Centers**

USE LEARNING LABORATORIES

**LIFE STYLE 060**

SN Manner of living chosen as a personal response to the social and cultural milieu.

**Lifelong Integrated Learning**

USE CONTINUOUS LEARNING

**LINGUISTIC DIFFICULTY (INHERENT) 290**

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

**LOCUS OF CONTROL 420**

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
- UF Internal External Locus of Control.

**LUNAR RESEARCH 450**

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
- UF Lunar Exploration

**MANAGEMENT BY OBJECTIVES 020**

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

**MARRIED STUDENTS 380****MATRICES 340****MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
- UF Classical Mechanics

**MERIT PAY 220****MEXICANS 380**

- SN Citizens of Mexico

**MIDDLE EASTERN STUDIES 450**

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

**MISCUE ANALYSIS 440**

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
- UF Miscue Taxonomy

**MOLECULAR STRUCTURE 220****MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

- SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NATURE NURTURE CONTROVERSY 130**

- SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
- UF Environment Heredity Controversy  
Heredity Environment Controversy  
Learning Maturation Controversy  
Maturation Learning Controversy

**NEUROLINGUISTICS 290**

- SN A branch of linguistic science relating language behavior to the neurological sciences.

**NEWS REPORTING 080****NONFICTION 260****NONFORMAL EDUCATION 140**

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

**NONPUBLIC SCHOOL AID 220****NONRESERVATION AMERICAN INDIANS 380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
- UF Off Reservation American Indians

**NORMALIZATION (HANDICAPPED) 250**

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

**OBSERVATIONAL LEARNING 310**

- SN Behavioral effect on the learner resulting from the observation of a model.
- UF Imitative Learning

**OPEN BOOK TESTS 520****OPEN EDUCATION 140**

- UF Open Schools

**ORGANIZATIONAL DEVELOPMENT 020**

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**ORGANIZATIONAL EFFECTIVENESS 180**

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

**ORGANIZATIONAL THEORIES 020**

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

**OUTREACH PROGRAMS 410**

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
- UF Community Outreach  
Outreach Counseling

**PARANOID BEHAVIOR 420**

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

**PARENTHOOD EDUCATION 140**

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

**PAROCHIAL SCHOOL AID 220****PEACE 480**

- UF International Peace  
World Peace

**PEER COUNSELING 090**

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

**PERFORMANCE BASED EDUCATION 140**

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
- UF Competency Based Education  
Consequence Based Education  
Criterion Referenced Education  
Output Oriented Education  
Proficiency Based Education

**PERFORMANCE BASED TEACHER EDUCATION 140****PHONEME GRAPHEME CORRESPONDENCE 290**

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).
- UF Grapheme Phoneme Correspondence

**PHYSICIANS ASSISTANTS 380**

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PNEUMATIC FORMS 210**

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**POLISH AMERICANS 380****POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**PREGNANT STUDENTS 380**

**PRIMARY SOURCES 460**

- SN Original evidence (documents, relics, oral records, etc.) used in historical research.
- UF Original Sources

**PROCESS EDUCATION 140**

- SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

**Program Implementation**  
**USE PROGRAM DEVELOPMENT**

**PROPERTY TAXES 230**

- UF Ad Valorem Tax

**PUBLIC SERVICE OCCUPATIONS 350**

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

**PUNISHMENT 310****PUPPETRY 030**

- UF Puppets  
 Puppet Shows

**RELOCATABLE FACILITIES 210**

- UF Nonpermanent Facilities

**RESPIRE CARE 490**

- SN Short-term care of the handicapped, in or outside the home, to provide family relief.

**REVENUE SHARING 220**

- SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

**REVOLUTION 480**

- SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

**ROLE MODELS 420**

- SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SEMANTIC DIFFERENTIAL 190**

- SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEX DISCRIMINATION 480**

- UF Discrimination (Sex)  
 Sex Bias  
 Sex Prejudice

**SEX ROLE 490**

- SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

**SEX STEREOTYPES 490****SHARED FACILITIES 210**

- SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
- UF Joint Occupancy

**SI Units**  
**USE METRIC SYSTEM**

**SOCIALISM 480****SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

- SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
- UF Cross Eyes  
 Heterophoria  
 Heterotropia  
 Walleyes

**STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

- SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
- UF University Training Centers

**TEACHER DISCIPLINE 020**

- SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020****TIMEOUT 420**

- SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**TOTALITARIANISM 230**

- UF Dictatorship

**TREATIES 230**

- SN Negotiated agreements between two or more political authorities.

**UPPER DIVISION COLLEGES 470**

- SN Colleges offering junior, senior, and graduate level courses.

**Valence (Language)**  
**USE SYNTAX**

**VENEREAL DISEASES 250**

- UF Syphilis  
 Gonorrhea  
 Chancroid

**VISUAL AIDS 050**

- UF Visual Equipment  
 Visual Instrumentation  
 Visual Materials  
 Visual Media

**VISUAL LITERACY 010**

- SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**VOCATIONAL MATURITY 130**

- SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

**WAR 480**

- UF Civil War  
 Conventional Warfare  
 Guerilla Warfare  
 International War  
 Unconventional Warfare

**WASTE DISPOSAL 410**

- SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

**WASTES 460**

- SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
- UF Litter  
 Refuse

**WOMENS ATHLETICS 390****WOMENS STUDIES 110**

- SN An academic discipline that incorporates courses about women either separately or as a field of study.
- UF Female Studies



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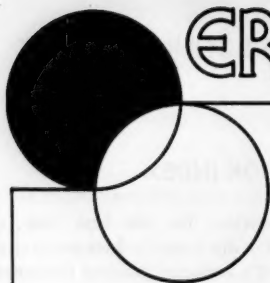
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